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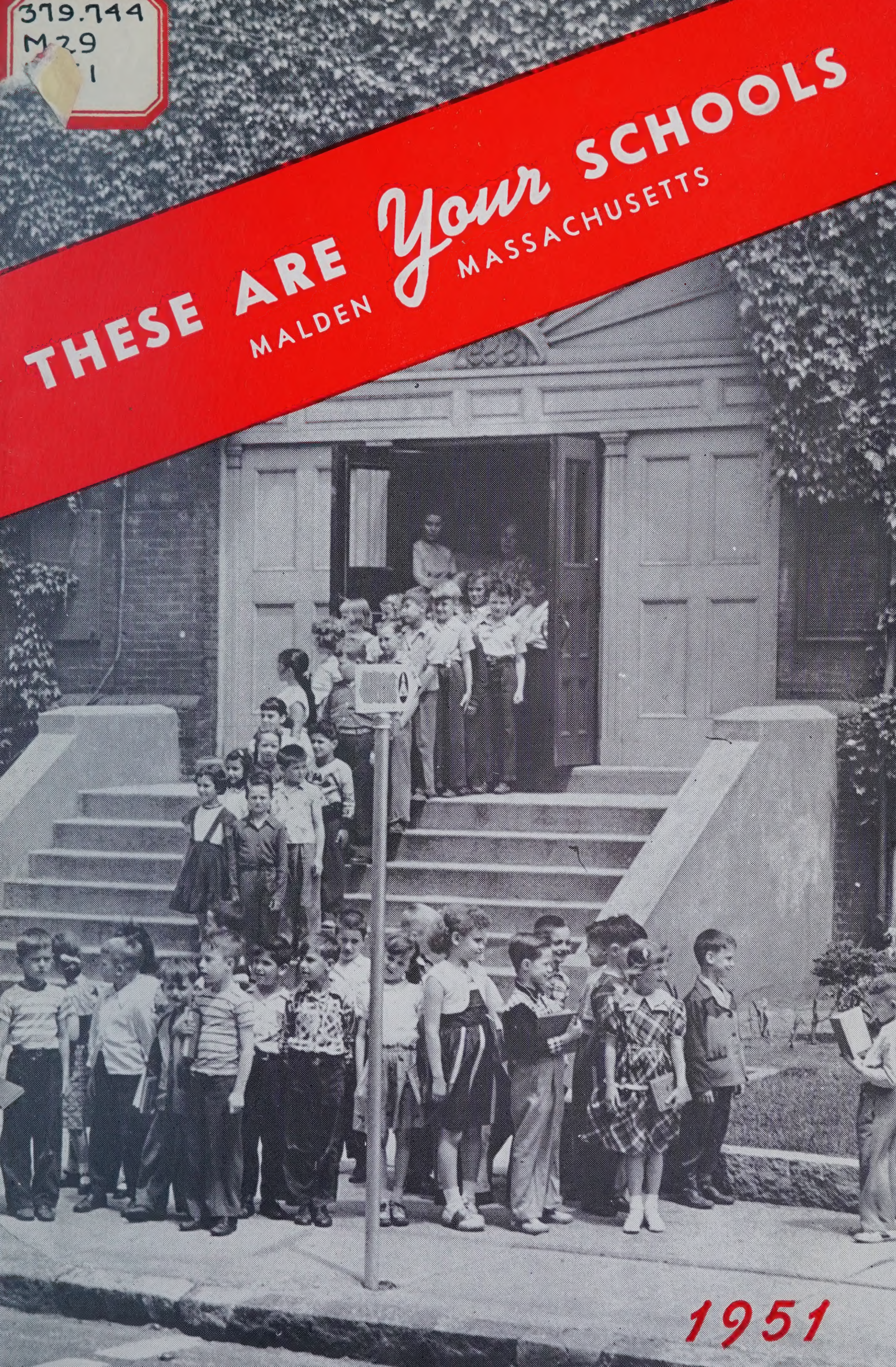
THESE ARE *Your* SCHOOLS

MALDEN MASSACHUSETTS



1951

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THESE ARE

Your SCHOOLS

A pictorialized report of the activities of the Public Schools of Malden, Massachusetts, for 1951 to the citizens by the School Committee and the Superintendent of Schools.

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School Committee Report

	Term Expires
Edward J. Bushell, *Chairman*	1951
Thomas J. Kelleher	1953
Mrs. John E. Kelley	1953
Rev. Charles H. Monbleau	1953
Mrs. Edwin Troland	1951
Mrs. M. Louise Rosdahl, *Clerk*	

* * *

His Honor the Mayor and City Council:

Herewith submitted is a report of the Chairman of the School Committee outlining briefly the accomplishments of the School Department during the year 1951.

Many things of importance were transacted by the School Committee, including the adjustment of salaries for teachers and school employees.

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M29
1951

The Committee, after many conferences with the Mayor, attempted to adjust the inequities which had existed in the School Department in the matter of salaries by increasing those salaries that were in the lower brackets.

A significant event occurred during the year wherein, by reason of a referendum by the citizens of Malden, the school budget was submitted to the voters for the opportunity to determine whether the said budget was excessive in its demands upon the taxpayers.

After a very spirited campaign, the referendum was determined in favor of the citizens who voted that the budget was excessive and should be reduced by an amount indicated.

The matter of selection of teachers has always been of great concern of the Committee, and it is their policy to attempt to secure the best teachers for the system, and many teachers were selected for employment who met the necessary educational qualifications.

It is also significant to note that the scholastic attainment of our senior high school continued to be outstanding and a great many of our graduates obtained scholarships toward a higher education.

A great deal of credit should be given to the Mayor and City Council for their efforts to make substantial repairs and alterations to our school buildings, many of which were in a very serious state of disrepair and endangered the safety of the pupils and teachers alike.

At this time, I wish to extend to the employees of the School Department, the teaching personnel, and administrative force my sincere thanks for their cooperation over the past year.

Respectfully submitted,

(signed) Edward J. Bushell
Chairman, School Committee

December 31, 1951

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Superintendent's Message

TO THE SCHOOL COMMITTEE AND CITIZENS OF MALDEN:

The following pages present in picture and in story what took place in the public schools of our city during the fiscal year just ended and constitute not only the sixth annual report of the present Superintendent of Schools but also the eighty-fifth in the series of annual reports by superintendents of schools. It was the wish of the School Committee to bring before its patrons and citizens generally, more concrete evidence of the progress we are making to improve our educational services to the boys and girls of our community than can be conveyed in the common prose-and-statistics type of annual report, which far too few read anyway.

We hope that as you read these pages and study the pictures, you will realize the tremendous scope and depth of a public-school system. There are many facets of our system here pictorially presented about which comparatively few of our citizens know anything except through casual hearsay. I refer particularly to our extracurricular activities of so many kinds; to our guidance-and-counseling program; to the opportunities for personal advancement offered by our Evening School course of study; to our efforts in the important field of Adult Civic Education; to our splendid educational opportunities for the slow-learners and those physically-handicapped; and to our special work in remedial reading in the lower grades to prevent retardation later in the upper grades of the elementary schools. These are but a very few of the things we do regularly while still teaching the 3 R's.

Read thoughtfully of those activities and the many others left unmentioned above but of equal importance. We believe that when you have completed your review of this current "history" of our schools, you will feel that the entire staff of our school system is purposefully engaged in a vital program of learning for the benefit of your children and that they are bringing their best professional knowledge and talents to bear upon the problems they meet in serving the needs of the boys and girls of our city.

Citizens are always welcome to visit our schools and to see us in action. These are indeed YOUR schools!

CHESTER W. HOLMES
Superintendent of Schools

December 31, 1951

Administration

SUPERINTENDENT OF SCHOOLS

CHESTER W. HOLMES

PRINCIPALS

High School—JOHN B. MATTHEWS
Vocational High School—JAMES A. BOOTH
Beebe Junior High School—WINTHROP L. WEBB
Browne Junior High School—WILLIAM J. SULLIVAN
Lincoln Junior High School—JAMES A. CRONIN
Ayers School—EDITH H. WILSON
Belmont School—THOMAS F. COSGROVE
Browne Elementary School—WILLIAM J. SULLIVAN
Daniels School—WILLIAM E. RITTERSHAUS
Emerson School—KATHERINE E. WHIDDEN
Faulkner School—DELIA H. ROGERS
Glenwood School—WILLIAM T. BENTLEY
Leonard School—HELEN T. DILLON
Lincoln Elementary School—JAMES A. CRONIN
Linden School—MARY O'NEIL
Maplewood School—ALICE E. HERBERT
Pierce School—THOMAS S. FEELEY
Central Evening School—MORTON H. WIGGIN

DIRECTORS

Adult Civic Education—CHARLES A. ROSSITER
Art—M. ADELIA JOHNSON
Guidance—HELENE MOORE
Health—MARY E. SPENCER
Music—HERBERT H. SILVERMAN
Physical Education (Boys)—WILLIAM J. DEMPSEY
Physically-Handicapped—DOROTHY E. BLAKELEY
Special Education—EDITH H. SNOW

Retirements and Deaths

The teachers listed below retired during the year after having given many years of devoted service to the education of the youth of this city. Monetary considerations can never compensate fully the intangible values accruing to pupils having been taught by teachers who dedicated themselves to their work.

FRANCES L. HAHN	Browne Junior High School
MARY R. KIRBY	The High School
SUSAN S. PERKINS	Belmont School
J. FLORENCE SLATTERY	Beebe Junior High School
BERTHA STARRETT	Faulkner School
ELEANOR DESMOND	*Principal,* Belmont School
*MARTHA C. WIGGIN	*Assistant Principal,* Leonard School (1950)

*Through an inexplicable and regrettable oversight, Mrs. Wiggin's name was omitted from the Annual Report for 1950; our apologies to her!

ARTHUR W. CROSBIE, SR., died suddenly on the morning of June 6. He had been preparing the high school band to play for the graduation exercises that afternoon. Friendly and sincerely interested in his youthful musicians, he will be long remembered by them for his devotion to the school bands.

New Staff Members

FOR THE 1951-52 SCHOOL YEAR

High School
Dorothy F. Kelley
annual substitute
Grace R. Ramsdell
English

Vocational High
Alfred E. Foulkes
sheet metal
Richard R. Viscarello
auto mechanics

Beebe Junior High
Mary E. Barre
guidance counselor
M. Elaine Condell
art
Virginia M. Hallisey
business subjects
Claire A. McNamara
health and science

Browne Junior High
Philip P. Cargill
English and civics
Jean C. Mitchell
health and science

Lincoln Junior High
Joan Conboy
physical education
Mary R. Lefebvre
music
Frank A. Rhuland
science
Walter C. Ryan
mathematics
Cornelius F. Scanlon
mathematics and science

Ayers School
Anne F. McGee, Grade 2
Barbara M. Spivack, Grade 1
Joan E. Thompson, Grade 3

Belmont School
Thomas F. Cosgrove
principal
Beverly E. Damelin, Grade 3
Betty Ann Daniels, Grade 4
Anthony Guarino, Grade 5
Barbara M. McNeill, Grade 1

Browne School
Letty P. Russo, Grade 6

Daniels School
Dorothy Kress, Grade 1

Faulkner School
Maurie Hillson, Grade 5
Alfred G. Lepera
Special Class
Shirley Marchant, Grade 2
Ann M. Ravesi, Grade 4

Glenwood School
Mildred McLaughlin
Grade 4
Thelma A. Murray, Grade 1
Mary Jane Queen, Grade 1

Leonard School
Claire M. Casey, Grade 2

Lincoln School
Paul T. Bjorndahl, Grade 6
Elaine Feldman, Grade 3
Patricia Haire, Grade 1
Barbara T. Mossman, Grade 6
Frances Ullian, Grade 4

Linden School
Margaret O. Davis, Grade 3
Joan-Anne Moore, Grade 4
Cecelia Theriault Grade 2

Maplewood School
Paula Y. Caffrey, Grade 3
Irene E. Dempsey, Grade 4

Pierce School
Thomas S. Feeley, principal
Barbara J. Baer, Grade 3

Instrumental Music
Harry Harotian

Coordinator of Arithmetic
Ruth E. Collins

THE *Elementary* SCHOOLS

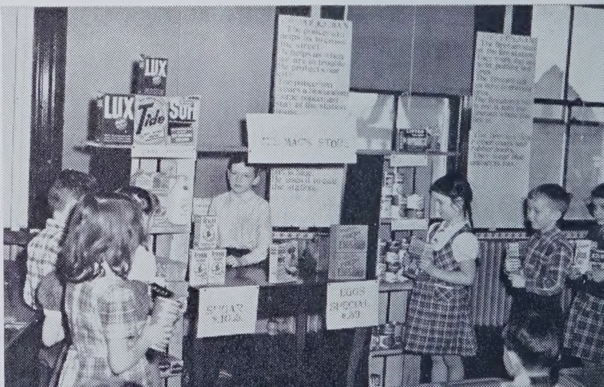
The elementary schools of Malden have a program which aims to develop desirable practices and attitudes in your children, as well as to guide them in the acquisition of knowledge. Our goals are to train our pupils to get along well with others, to instill in them good work habits and the desire to learn, to build character, to cultivate judgment, and to develop successful skills.

PIONEERS VILLAGE
PIONEERS VILLAGE

Above: *After reading about and visiting interesting places, children make reproductions of the things they saw.*

Below, Left: *These children are performing an experiment which they have learned about in one of their classes.*

Right: *The storekeeper and his customers wait their turns to buy and sell.*



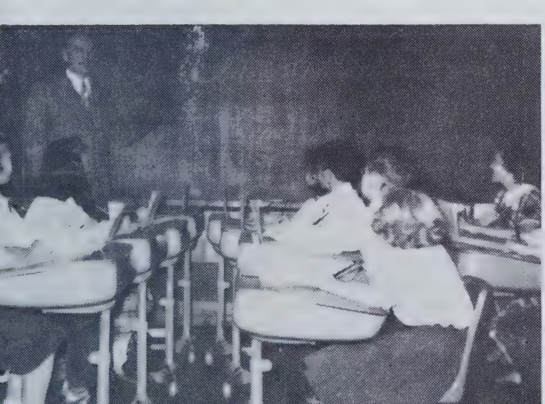
In the planning of the school program, consideration is given first to those courses and activities which will meet the present needs and interests of the pupils; secondly, to those which will contribute to their well-rounded living as adults. Our purpose is to build the very best background for the work that must follow in the junior and senior high schools. In order to do this, we recognize and provide for individual differences among your children.

Ability to read is fundamental

Since reading is a basic ability which every child must have if he will be successful in both school and adult life, this subject is stressed in the elementary schools of Malden. Every first-grade pupil is given reading tests; pupils are then grouped according to their different reading abilities. Three groups in every classroom take care of the different levels of ability so that each child reads at his own rate and thus has the feeling

BELOW, LEFT: *One of "the three R's" is still taught in this writing class.*

RIGHT: *City children love the country and enjoy reading about it and constructing scenes from pictures in their books.*



Elementary SCHOOLS

(Continued)

of success rather than frustration. The groups are flexible, and each pupil is promoted to another group as soon as his reading ability warrants it.

In arithmetic, the child is given a foundation in the basic skills through work on problems related to his environment. In literature, he is taught to read silently to gain accurate meaning of the thought and to read orally for expression and pronunciation. The Rinehart Functional Handwriting System, which is used in our schools, stresses the formation of good writing habits and endeavors to make each child's handwriting not stereotyped but individual. The child is taught to use his writing to convey his thoughts to others; and in order that he may express his ideas effectively, the fundamentals of English, grammar, and spelling are emphasized.

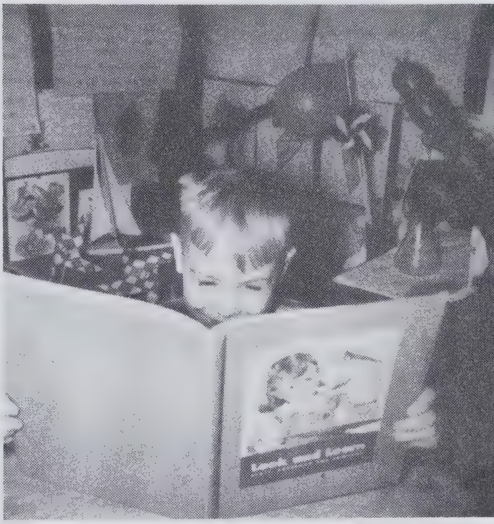
Below, Left: *A knowledge of phonics is necessary for skill in reading.*

Center: *First-graders read and then apply their information in group activities.*

Right: *Reading power is increased as the pupil leader directs the phrase drill.*

Children must learn to have the right kind of human relationships

Through the social studies, we aim to develop a sense of civic responsibility, economic efficiency, and the right kind of human relationships. The children are taught to recognize the dependence between nations and peoples and to appreciate the contributions of the past to the present and the present to the future. Training in health and physical education, art, science, and music all contribute to laying the foundation for happy, useful living.



ABOVE: *School is fun for first-graders as they learn through games and read for pleasure.*

BELOW, LEFT: *These children are learning about the world in which they live.*

CENTER: *A little first-grade scientist reads to "learn how" before he performs his experiment.*

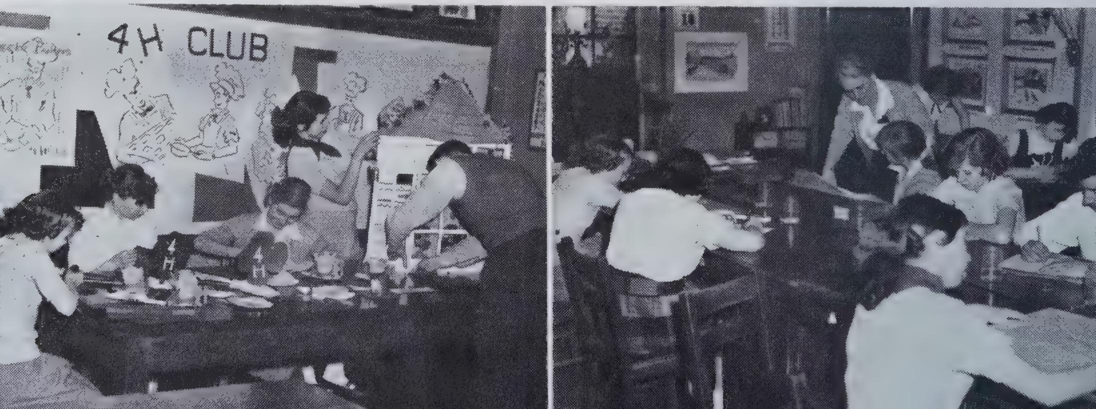
RIGHT: *Children find out how to spell as they build and analyze words.*

Science Kit

THE *Junior High* SCHOOLS

The junior high school may be described as an educational bridge over which your son or daughter travels in the learning process. This transitional period occurs when the sixth grade is passed. From the seventh through the ninth grade, pupils become socially adjusted to many teachers, to many classmates, and to different subjects. They have left behind them the elementary grades, where they had one teacher who taught all subjects in the same room — a teacher who was familiar with their abilities and their weaknesses, who recognized their individual problems.

Below: *The creative instinct, which is in everyone, is brought out in the fine arts classes.*



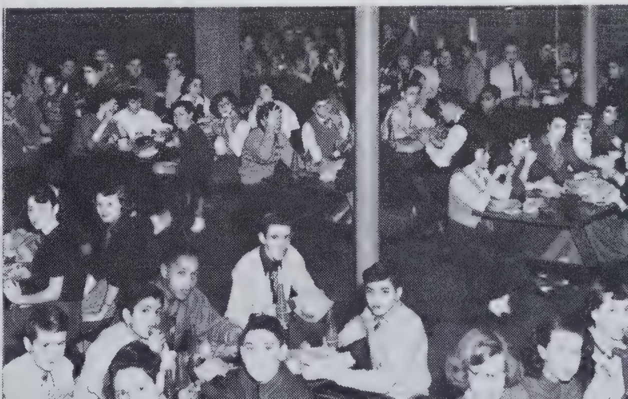
In the junior high school, the pupils have many broadening experiences. At the end of Grade 7, they may try out the future course of study which seems to be best suited to their aptitudes and abilities. The College Preparatory Course is intended for those who aspire to a higher education beyond the high-school level. The Commercial Preparatory Course is chosen by those who intend to enter the business field. The General Course is the logical choice of the students who have not yet decided fully as to what career they may desire.

Pupils receive guidance in choosing their courses

Each pupil is given every opportunity to select his course wisely. He has the assistance of the junior high school counselor, who holds interviews with each student. Together they consult the Cumulative Record, which is kept from Grade 1 throughout the student's

Below, Left: *Dinner is prepared and ready to serve.*

Right: *A lull in the day's occupation is welcomed by these students when the lunch bell rings.*



Junior High SCHOOLS

(Continued)

school career. This gives an indication of the student's scholastic ability and thus helps him in making his selection. If the choice proves later to be unwise, the course may be changed to one better suited for the pupil's success and progress.

Extracurricular activities play an important part in the program

Extracurricular activities play an important part in the junior high school program. They help to develop character and poise. For those who possess talent in the arts and in music, there are many organizations and clubs. The ability to adjust to others and to submerge selfishness is promoted through these group activities.

Below, Left: *The rudiments of typing are offered in the junior high schools.*

Right: *Food tastes surprisingly good when prepared by a junior high school 4-H Club.*

Physical development is very rapid in pupils of this age, so the junior high schools of Malden have a physical education program which gives special attention to this important phase of the pupils' education. The junior high school not only prepares your son or daughter for senior high school, but working with the home and the church, it also tries to help them develop well-rounded personalities.

* * *

BELOW, LEFT: *Pupils in the science classes enjoy electrical experiments.*
CENTER: *The woodworking class trains hands to fashion useful decorative articles.*
RIGHT: *These pupils will be proud to wear the clothing they have learned to make in sewing class.*

Panel discussions on current topics are a part of the training in the sophomore English classes.

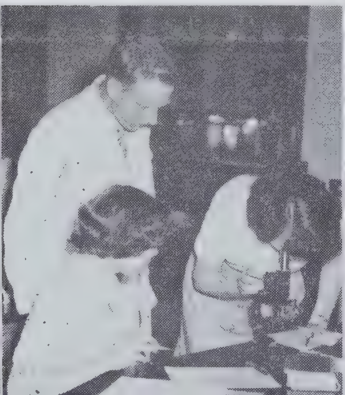
The library offers every student an opportunity for study and research or for reading the current magazines and papers.

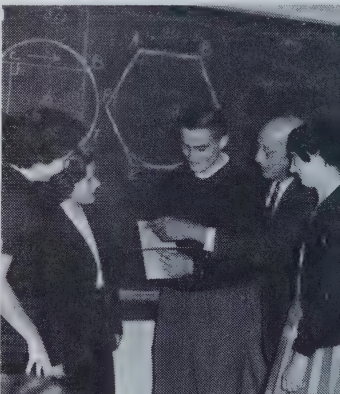
The MALDONIAN *staff work on senior biographies in the period assigned for producing the yearbook.*

THE *Senior High* SCHOOL

THE senior high school curriculum offers the students a choice of several different courses. There are three College Preparatory courses — one in which Latin is required, one in which it is not required, and a scientific course. All three prepare the students

BELOW, LEFT: *In the biology classes students learn to use the microscope.*
CENTER: *Daily broadcasts from the office keep the student body informed of the school activities.*
RIGHT: *Mathematics is a required subject in the College and Scientific courses.*





to enter any college in the United States. The Commercial Course prepares students to go immediately from high school into the business world and gives them a background for further business and secretarial study if they so desire.

The General Course offers a wide range of subjects

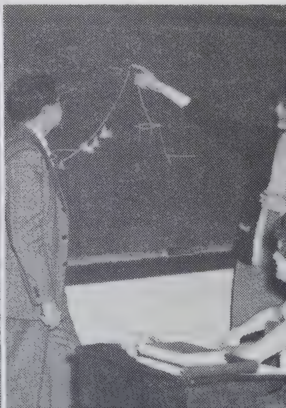
The General Course, which is the one chosen by the majority of the students, offers a wide variety of electives. Students may specialize in home economics, the fine arts, the manual arts, or music; or they may elect a variety of subjects, such as radio, electricity and mechanics, aeronautics, meteorology, and general business, as well as the usual academic subjects. This wide range of choice makes it possible for every student to elect the subjects in which his interest lies.

In addition to the regular curriculum, the school offers a rich extracurricular program. Besides the subject

Below, Left: *Senior English students give their own dramatic interpretation of the modern plays they are studying.*

Center: *Copies of* The Blue and Gold, *published bi-weekly, are distributed to each home-room by the circulation staff.*

Right: *Commercial geography is one of the worth-while subjects available for all students in the General Course.*



Senior High SCHOOL

(Continued)

clubs, such as the English, German, French, and Latin clubs, there are debating clubs, a dramatic society, a political science club, Tri-Hi, Hi-Y, and social clubs. Plays, dances — both formal and informal, variety shows, a yearbook, a newspaper, and five musical organizations give talented pupils the opportunity to gain some valuable experience.

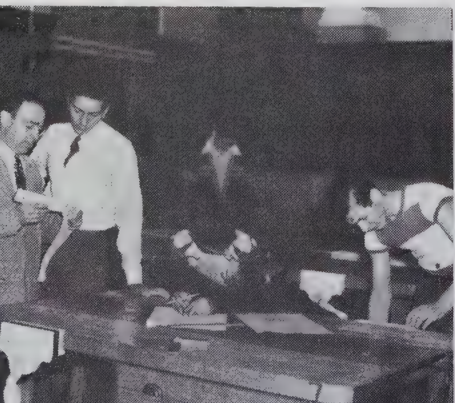
Assemblies and athletic events provide entertainment and relaxation

A number of assemblies for the entire student body are held throughout the year. Tumbling acts, expert rifle shooters, musical programs, and inspirational speakers, as well as assemblies on vocations, safety, and such subjects, provide the students with both entertainment and information. All these activities are rounded

BELOW, LEFT: *In the manual training classes, the boys learn the fundamentals of good furniture making.*

CENTER: *Gym is required twice a week for every able student.*

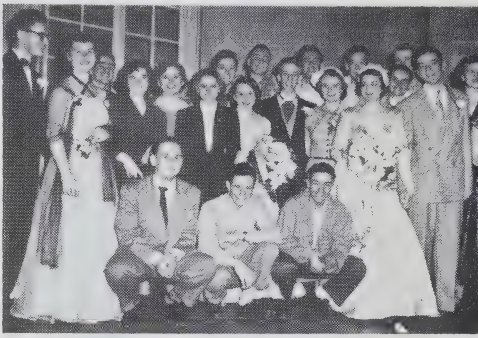
RIGHT: *Well-equipped laboratories give the students opportunity for actual experimenting. Here they are testing for the properties of oxygen.*



out by an athletic program in which every student in the school participates, and by interschool and intraschool games — football, baseball, basketball, hockey, track, tennis, softball, and rifle matches.

A health program, with a counselor in health, and a guidance program, with a guidance director, a dean of girls, and three masters, help the student make wise selections both in his curriculum and in his extracurricular activities.

Each year, in special afternoon classes, college preparatory seniors drill for the College Board examinations.


Senior play, one of the highlights of the school year, offers many students experience in acting or play production.

The social life of the school includes many enjoyable dances in the Marshall Gymnasium.

BELOW, LEFT: *Future draftsmen learn machine and architectural design in their mechanical drawing classes.*
RIGHT: *Many outside concessions feed the hungry students at lunch-time each day.*

TED'S CANTEEN

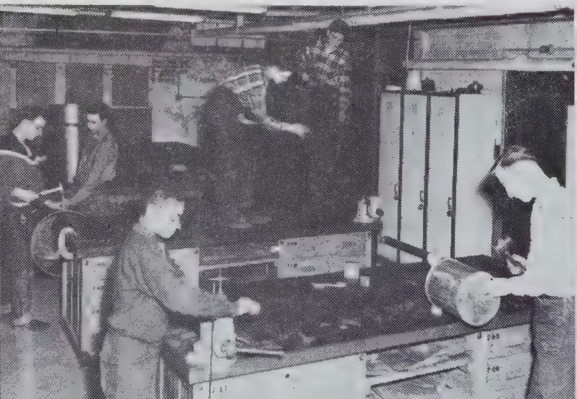
THE *Vocational High* SCHOOL

THE chief purpose of the Vocational High School is to train boys for useful employment. This means not merely to prepare them for a specific job, but also to train them for a satisfying and productive life of employment. Vocational education develops skills, abilities, understandings, attitudes, working habits, and appreciations. It helps individuals gain the knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. The goal of vocational education is the competent worker—competent economically, socially, emotionally, physically, and as a member of the community in which he lives.

ABOVE: *Vocational students work industriously in the milling section of the Machine Department.*

BELOW, LEFT: *Students in the Sheet Metal Department make many useful articles.*

RIGHT: *Future electricians learn the fundamentals of wiring.*

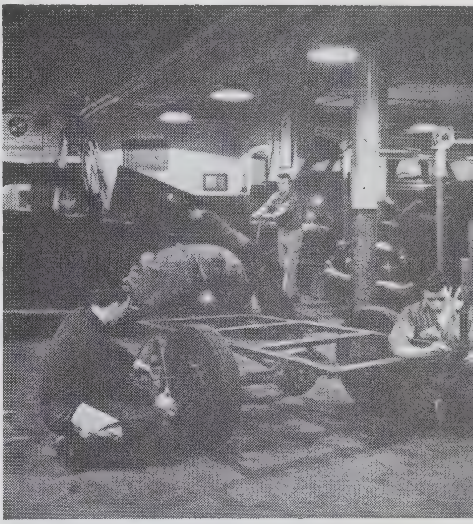


Students can prepare for any one of four trades

Boys fourteen years of age who have completed the ninth grade and show mechanical aptitude, as determined through examinations, can prepare for one of four trades—sheet metal work, automotive repair, electrical, or machinist work. In addition to the shop program, a boy must complete the related courses of mathematics, trade theory, drafting, and technical science, as well as the conventional high school subjects of English and history. Extra-curricular activities include baseball, basketball, socials, assemblies, industrial tours, chorus work, and class organizations.

Graduates receive high school diplomas as well as vocational certificates.

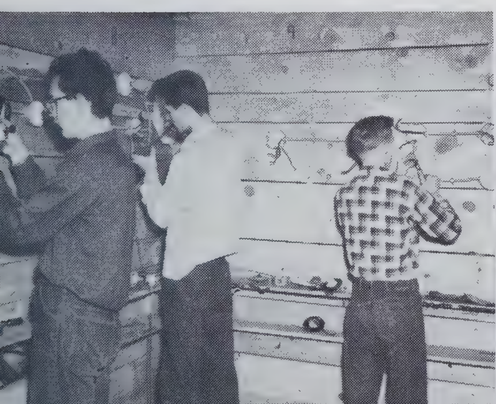
For the satisfactory completion of the above courses, a boy receives both a vocational certificate and a high school diploma. To accomplish this under the required standards, it is necessary that the school operate six hours longer each week than the regular high school.

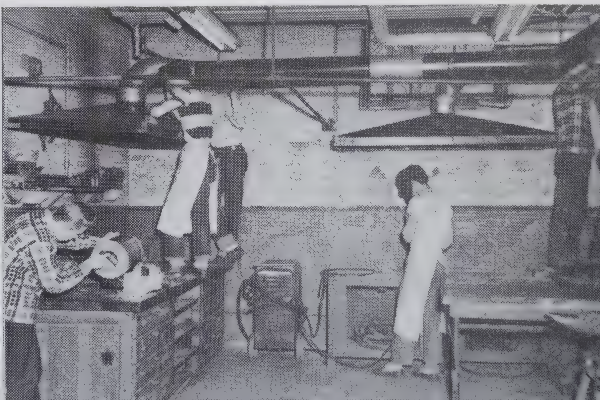


ABOVE: *Assembling a trailer, repairing an engine, and testing brakes are a few of the skills the boys learn in the Auto-Mechanics Department.*

BELOW, LEFT: *Sophomores in the Electrical Department learn to install electrical fixtures.*

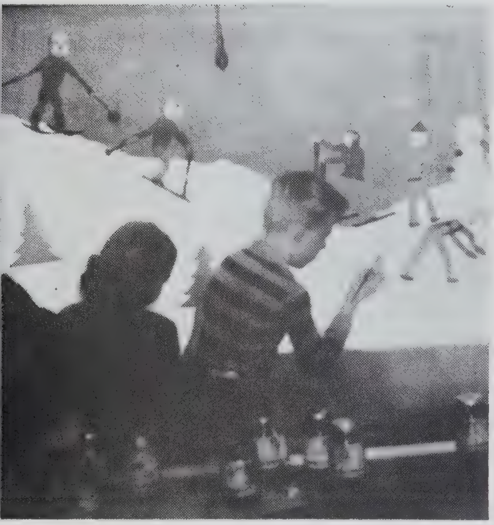
RIGHT: *The Sheet Metal Department offers training in installation, welding, and soldering.*





Art
IN YOUR SCHOOLS

TO-DAY the study of art is considered not a frill or a fad but a necessary part of general education. All children have a natural tendency to experiment with different materials—to paint, to model, to carve, to construct. The artistic activities carried on in the classes of our elementary schools provide for this creative instinct, as well as for the play impulse, which is a natural desire. Whether the children are able to develop great skills or not, they can develop some appreciation of harmony in their surroundings and of the various forms of beauty in everyday life.



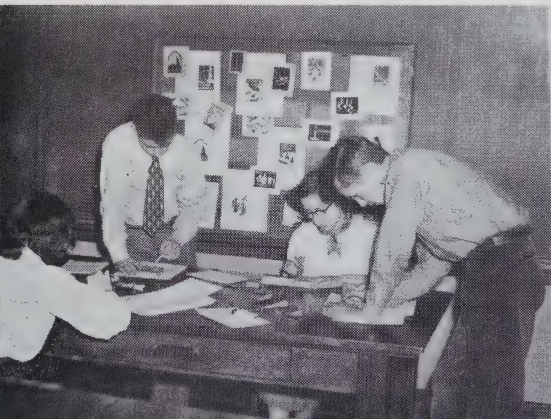
Pupils work both individually and in groups

Free expression with crayons, chalks, water-colors, and poster-paints; free cutting, pasting, arranging of cut-outs; simple card-

Above: *Children put a part of themselves into creative expression.*

Below, Left: *Originality in designing block prints is shown by these older pupils.*

Right: *Junior high school students like to do both two-and-three-dimensional art work.*



board construction of objects; group participation in the planning and completion of murals on blackboards or on craft paper and in the depicting of seasonal activities and eras in history and geography are only some of the many ways children in our schools develop their artistic ideas and abilities.

In the junior high and senior high schools, the instruction stresses the work of the individual and his capacity for growth through initiative and independence of thought; through participation in creative activities; and through the development of the ability to plan, to assume responsibility, and to carry through his undertakings to a successful completion.

Gifted pupils have opportunity to develop their talents

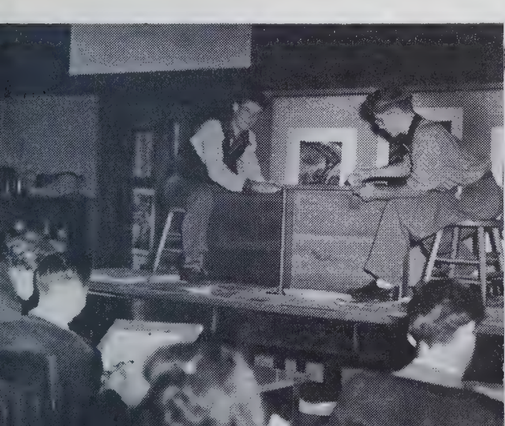
To stimulate gifted pupils to attend higher schools of art, they are given the opportunity in high school of becoming acquainted with many media, thus discovering where their talent lies. In competition with art work from schools all over the nation, many of our students every year are awarded keys and certificates of merit.

Santa Claus

Above: *Pupils in Grade 3 construct a Santa Claus out of papier-maché.*

Below, Left: *Live models pose for action drawings in the senior high art class.*

Right: *Teachers also learn by doing in their art workshop.*



Music
IN YOUR SCHOOLS

The objective of our music program is "Musical Appreciation." Our aim is "Music for Every Child," and we try to cultivate a love for music and the ability to participate in musical activities as intelligent listeners as well as performers. Appreciation of music means also increased appreciation of countries and peoples, of history, of literature, and of architecture, thus pointing the way to a larger life of mind and spirit and thereby aiding young people to discover for themselves new and richer values in life.

All children are taught to appreciate music

The music education in our schools consists basically of singing, listening to music, and participating in rhythmic, instrumental, and creative activities. The classes in music are supplemented by rhythm bands, pre-instrumental flutophone classes, private and class instruction on

Below, Left: *The ultimate aim of previous training is a coveted seat in the high school orchestra.*

Right: *"Come! Let us sing." The joy of participation is most gratifying, particularly when accompanied by one's fellow students.*

all recognized instruments, chamber ensembles, choruses, glee clubs, operetta groups, orchestras, and bands.

Talented students are not forgotten

While our program is intended to meet the needs of all of our students, we provide special activities for those with exceptional talent and ability. Gifted children in the elementary grades may participate in the All-City School Chorus, String Orchestra, or Band-Orchestra. Each of the junior high schools has a band, an orchestra, and a glee club. In high school there are three glee clubs, a band, and and orchestra, as well as regular classes in music theory and music appreciation.

Our musical organizations frequently entertain at school and civic functions, thus giving the students opportunity to put their instruction to practical use. Many of today's well known musicians received their incentive for further study, as well as some of their early training, in the musical organizations of our schools.

BELOW, LEFT: *Little folks learn rhythm through the medium of the flutophone.*

CENTER: *Playing in your first school orchestra, regardless of how small, is a never-to-be-forgotten thrill.*

RIGHT: *Small ensembles are excellent incentives for further study, particularly for the talented student.*

Health

IN MALDEN'S SCHOOLS

In order that your child may enjoy the full benefit of the many opportunities which your schools offer him and be able to lead a happy, effective life, health education is required of all students from Grades 1 through 9. For this work, your public schools provide a health director, eight special health instructors, a nurse supervisor, and four nurses. Working with the classroom teachers, these health specialists carry out a program of instruction, testing, and observation which has as its aim, "Health in Education and Education in Health."

ABOVE: *A school nurse calls to explain to a mother the value of a health examination for her child before she enters the first grade.*

BELOW, LEFT: *High school students receive a Patch Test for Tuberculosis.*

RIGHT: *Every student must have a dental certificate.*

Children receive instruction in daily health practices

Your children are trained in daily health practices and are taught the necessity of having periodic medical examinations and annual dental examinations. They receive instruction in the principles of personal health, nutrition, first-aid, mental hygiene, child care, and home nursing.

Pupils are given periodic tests for vision, hearing, and growth to insure that they will be fit for their school tasks. If they are found to have defects, provision for correction of these defects is provided through pupil conferences and home visits, as well as clasroom intruction. Individual guidance and counseling are available for students who have health problems. Both teachers and nurses are continually on the watch to safeguard your children against communicable diseases.

Mental, as well as physical, health is stressed.

To be well physically one must be healthy mentally and well-balanced emotionally. In the senior high school, therefore, the health course stresses the development of a well-rounded personality through the study of the psychology of everyday living. The goal of the Health Department of your schools is to help the students develop physically, mentally, and emotionally to their highest capacity.

Above: *The children learn to shop for healthful meals at their School Grocery Store.*

Below, Left: *"When a fellow's hungry, lunch tastes good!"—A School Lunch Program was inaugurated in September, 1951.*

Right: *Health Education begins with a Mother-Nurse-Principal Conference four months before the child enters school.*

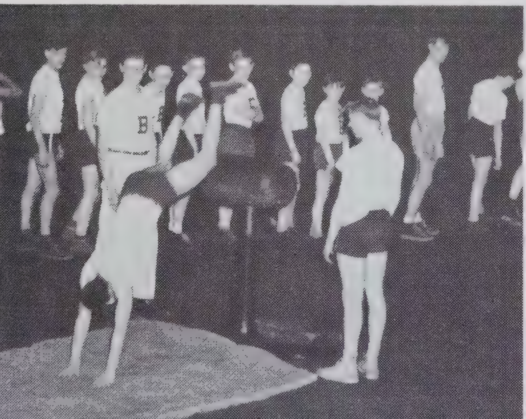
Physical Education

Physical education serves many roles in the school program and makes contributions to the development of the whole child. In the physical education classes the pupils develop neuro-muscular skills that not only lead to their physical growth and well-being but also have a carry-over value into out-of-school life. Through games and group activities pupils learn to control their emotions, to adjust to others, to observe rules, to gain self-confidence, and to develop leadership.

Above: *An elementary class enjoys a game of ring toss.*

Below, Left: *Each of these junior high boys takes his turn at jumping over the buck.*

Right: *Work on the horizontal bars makes the boys supple and strong.*



Proper social conduct is taught in the rhythm and dancing classes

A program of social training in the seventh and eighth grades has been introduced this year. In these classes students receive instruction in courtesy and respect, along with rhythm and dancing.

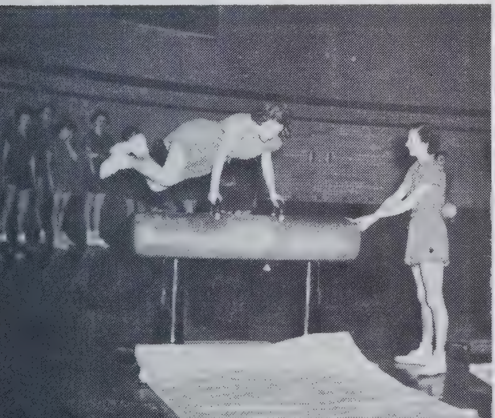
All students in the grade schools and in the junior highs are given a course in first-aid in addition to a program of directed play, apparatus work, rhythmic activities, and classroom games. Interclass teams are organized for those who are interested. An annual Physical Education Demonstration is presented, in which about 80 per cent of the pupils participate.

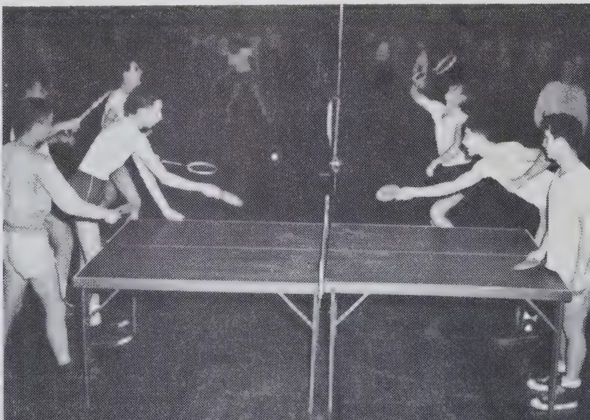
Every student takes part

Throughout all the schools of the city a planned curriculum of physical education takes in every student who is physically able to take part in these activities. Varsity and junior-varsity teams for both boys and girls with special skill round out a program which we believe to be physically wholesome, mentally stimulating, and socially sound.

Below, Left: *Apparatus work is one phase of the girls' Physical Education program during the winter term.*

Right: *Varied activities keep many pupils busy during the gymnasium period.*





Guidance and Counseling

EDUCATION at all levels must have as its chief aim the encouragement and development in each individual pupil of his personal and social competence, so that he may live the highest possible life and contribute the most to his community. Guidance is that organized service designated to give systematic aid in helping your child to choose, prepare for, and find his place in the field into which he fits best.

Individual differences are recognized

An analysis of individual differences leads to the discovery of individual needs, which your schools are attempting to discover and provide for. The present trend in education is away from the practice of failing a pupil in order to adjust him to the curriculum — instead, the curriculum is adjusted to the pupil.

Through the introduction and use of cumulative records in the Malden schools, all information necessary to an intelligent understanding of your child is available to all school officials and teachers who have contacts with

BELOW, LEFT: *Group guidance helps the junior high students choose their high school courses.*
RIGHT: *Practical work experience in Malden stores climaxes the training offered in the pre-Christmas retail selling classes.*

JUNIOR 11
JUNIOR 13

him. To this end, testing results, giving an overall view of a pupil's abilities, have become a vital part of the pupil inventory.

Group guidance and personal counseling are available

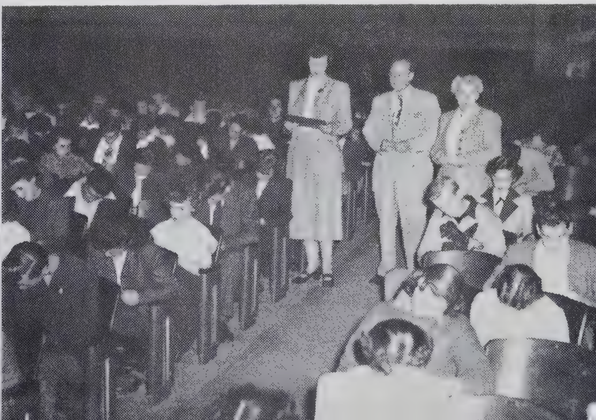
Group-guidance classes, taught by full-time counselors in the junior high schools, help your child to adjust to new school situations and to discover the personal requirements and skills needed in different occupational fields. Counseling at all levels is aimed at attempting to assist your child to recognize his problems—personal, educational, and vocational—and to aid him in their solution. Placement service, assisting your children in securing part-time or permanent employment, is available.

FOLLOW YOUR INTERESTS
ARTISTIC
CLERICAL

ABOVE: *A group of high school students learn to interpret their aptitudes and abilities as revealed by Boston University tests.*

BELOW, LEFT: *Discussing their future careers with their guidance teachers helps these junior high students to choose the course best suited to their interests and abilities.*

RIGHT: *Boston University testing offers to Malden High School students an opportunity to measure their own ability.*



EDUCATION FOR THE *Physically-Handicapped*

WHENEVER your child has to be out of school two months because of sickness, home teachers will continue his education. During the past year, fifty-three children were so educated. This free home teaching service is available to every child of school age and mental ability, regardless of where he may attend public school in Malden. Our home teachers are equipped through education and experience to teach every grade from 1 through 12. If your child can never attend school but is mentally and physically capable of doing school-work at home, he can receive his entire education and eventually a high-school diploma by this method.

Below, Left: *Phonic chart and desk (not shown in picture) create a classroom atmosphere for this home student who has never attended school.*

Right: *Children enjoy a Christmas party given by the Kiwanis Club.*

found
five
store

Many services are provided

Home teaching is just part of our service to you. For hard-of-hearing children, lip-reading instruction is provided. Such a skill is a fine help and reflects its worth both in improved classroom work and in helping the deafened child socially. Placement in sight-saving classes for those visually handicapped is made when so recommended by your physician. When a child is partially handicapped so that he can not cope with the mechanics of regular school routine but is physically able to attend a specially-equipped school, every effort is made to find a school where he can study and develop happily.

Early planning is advisable

The director is available for help and advice to any parent with a physically-handicapped child, no matter how young. Intelligent educational planning should begin as early as possible for the physically-handicapped so that they may be mentally equipped to compete with others in adulthood.

Below, Left: *Keeping up with his classmates inspires this home student to study diligently while recuperating from a temporary illness.*

Below, Right: *Learning to "hear" by "seeing" is a fascinating study for these hard-of-hearing students in a typical lip-reading class.*

Special Education

THE child whose growth requires patient handling and an education scaled to his ability may enter the department of special education, where small groups work together in a relaxed atmosphere at tasks they may perform successfully. If such children are placed in this department at the beginning of their school career, they will make normal adjustments, acquire sources of satisfaction, and know the joy of achievement from the start, thus avoiding much unhappiness.

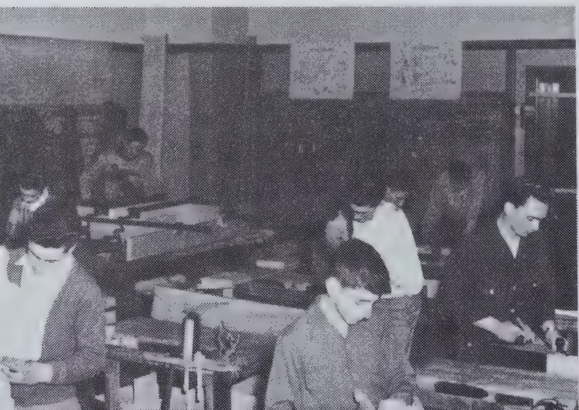
Both class and private instruction is provided

The range of planning covers the child's entire school life. The pre-adolescent child is taught in classes where the program provides

ABOVE: *Boys make articles which they sell to finance their trips to Big League games and the circus.*

BELOW, LEFT: *These students are building boxes to be used in all schools of the city for the new arithmetic course.*

RIGHT: *The proof of the pudding———! Home-making class serves a luncheon.*



all possible opportunity for academic achievement and participation in practical experiences for the development of happy, useful living in the community. If private instruction seems advisable, sense training, speech therapy, and primary instruction are given in the homes by visiting teachers.

Pupils make practical application of their instruction

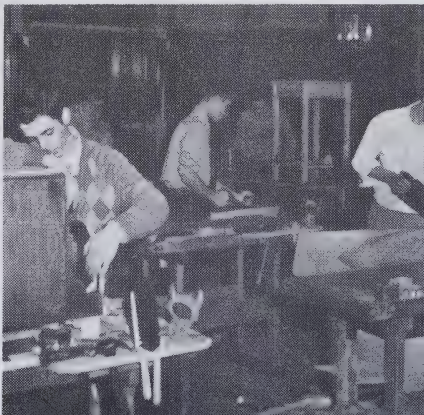
The older boys, who study at the Boys' Center, in the Beebe Junior High School, develop skill in the handling and use of tools, turning out small articles of furniture and equipment. The Girls' Center, at the High School, has a home-making course which trains girls in cutting and fashioning clothing, in the use and operation of sewing machines, the preparation of foods, and the use and care of equipment. A modern, well-equipped kitchen provides a pleasant atmosphere, where pupils enjoy working and show a high degree of efficiency and natural interest in this work. Luncheons, teas, and meal-planning provide a practical application of knowledge gained from this instruction.

The school life is climaxed with exhibitions of both academic and hand work, a party, and a public graduation. Counseling and job-placement services are available for the graduates.

Above: *The children in the sense-training class learn to work together.*

Below, Left: *The way to a man's heart————!*

Right: *The Boys' Center trains for job placement.*



THE *Central Evening* SCHOOL

No educational service provided by the City of Malden is probably more sincerely appreciated than its adult-education program. For persons who have been unable to continue in school, it presents an eagerly-sought opportunity. Persons needing training in certain skills are grateful to be able to gain them in evening-school classes. Pupils needing extra credit for entrance to college or to a school of nursing are happy to take advantage of the facilities which are offered. Classes in woodworking, sewing, and art help the students improve their skills and make valuable use of leisure time. All evening-school teachers are impressed and inspired by the eagerness of their pupils to learn and by their attendance in all kinds of weather at the close of full work-days.

Classes are adjusted to meet the needs of the community

In an effort to adjust the classes of Central Evening School more closely to the needs of the community, classes meeting one and two evenings a week have been added to the traditional three-evenings-per-week classes. To retain some of the features of the old adult-education center, classes in public speaking, drama, music, and creative writing, which meet once a week, have been offered in the form of workshops and seem to show evidence of contributing something novel to adult education instruction methods. Classes in conversational French and lip reading are offered two nights a week. Attendance has been improved in the typing, stenography, and business-machines classes by reducing them from three to two nights per week.

Evening School students may receive high school diploma

Central Evening School is the only school of its kind in the state which works in co-operation with the State Department of Education in a program to aid veterans and adult non-veterans to complete a secondary education. Thanks to the co-operation of the principal of the high school, pupils may also, under certain circumstances, complete work for a high-school diploma. Last year twenty-nine pupils of the school received credits towards a secondary school diploma, and this year thirty pupils enrolled in the program. At the graduation exercises of the school in April, eight pupils completed all requirements and received high-school diplomas. It is hoped, in the near future, that this program can be expanded so that two units, instead of one, may be completed in one year. This would permit a pupil to complete in a year of study the equivalent of one-half year at a regular day high school.

Adult Civic Education

ARE you a citizen of the United States? Are you a foreign-born resident who is having trouble mastering the English language? Do you know of such people in your neighborhood or church group? If so, you should contact the Adult Civic Education Department, in Room 16, in Malden High School, and information about suitable classes for such persons will be given you.

Students receive individual instruction

During the school year, afternoon classes are conducted in the high school on Monday, Wednesday, and Friday. During the fall and winter months, evening classes are conducted on Monday and Tuesday, both at the high school and at Lincoln Junior High School. Basic English and citizenship courses are offered at both schools. Individual instruction is given, and the students may advance as rapidly or as slowly as their ability warrants. Visits are made to City Hall, the Library, the police and fire stations in order that newly-arrived residents may become acquainted with Malden and with what it has to offer its citizens.

Graduates can obtain American citizenship

At the annual graduation in March, certificates are awarded. The citizenship graduates are then referred to the Immigration and Naturalization Office, in Boston, for a final examination before obtaining their long-sought American citizenship.

Citizenship class poses with Mayor Lamson.

Parent-Teacher Associations

The PTA movement in Malden started about 1908, with a unit at Glenwood School that exists to this day. It did not spread to other schools until four years ago, but we now have regular units in seven schools, in addition to one regional unit that encompasses three other schools.

There seem to be four main aims apparent in the Malden PTA movement: parent education; the improvement of the schools' physical equipment, particularly in the field of audio-visual aids; development of parent-teacher understanding; and the promotion of the welfare of our children.

In the field of adult education, it is difficult to assess the full impact of our work. We have about two thousand members. The great majority of them attend from three to six meetings a year, at each of which a program of some educational value is presented. In addition, there are some small study-groups. In general, the regular programs aim at improving understanding in four fields: the home; the school; the Malden community; and the world community, with some emphasis on U.N.

A group of P.T.A. members discusses how the training in the home can be correlated with the work in the school.

Programs range from the simplicity of an interfamily spelling bee to the complexity of a program on "TV and the Child," utilizing questionnaires which were statistically analyzed, the findings of which were presented as visual charts, with a panel discussion involving leading people in the fields of television and education.

With the aim of improving the school plants, in the past two years the PTA's have spent about four thousand dollars on Malden schools. Five sound-movie projectors were purchased, also a public-address system, a tachistoscope, phonographs, film-strip projectors and libraries, books, etc. At one school (Glenwood), toilet facilities were replaced after the PTA had brought their condition to the Mayor's attention. At another school (Daniels), a new gymnasium was made, the PTA supplying a large part of the money involved.

Three approaches have been used to develop parent-teacher understanding: the presentation of the schools' viewpoint in programs using school personnel, the involvement of teachers in the actual work of PTA as officers and committee members, and plain human proximity in the warm and easy-going social periods that follow nearly all PTA meetings.

To promote the welfare of our children, we have provided field trips for them in a number of schools, provided milk funds for underprivileged children, supplied the above-mentioned audio-visual aids and also such supplementary materials as playground equipment, toys, and books. We have also sponsored and developed both Boy and Girl Scout troops throughout the city.

Two years ago Malden units formed a representative council, which has since carried out three good-sized projects: it organized and carried through a city-wide town meeting prior to the teacher-salary referendum; it organized a school of instruction for its own leadership, which seems to have been helpful to each of the groups involved; it has provided the personnel to carry through all but two of the many tasks required for the Sixteenth Annual Conference of District 4, PTA.

With eight units, a functioning council, and two thousand members, PTA seems to be settling down to the project of a long life as a solidly based, socially oriented,responsible member of the Malden Community.

Executive Committee, Malden Council of PTA's

GENEVIEVE H. MILLEN, *President*

School Committee Statistics

Statement of Appropriation by School Committee

	1950	1951
Instruction	$1,113,021.74	*$1,243,505.77
Operation	151,497.48	169,341.17
General Control	26,900.83	33,567.61
Maintenance	39,057.47	34,172.46
Auxiliary Agencies	19,027.39	20,429.16
Miscellaneous	9,998.55	8,382.82
Adult Civic Education	3,112.32	4,735.40
	$1,362,615.78	$1,514,134.39

*Not included in this amount is the money paid to the teachers as a result of settlement of court action.

NET COST PER PUPIL IN HIGH AND OTHER SCHOOLS

1949, 1950, AND 1951

	Average Membership for calendar year, 1951	Total Current Expenses Including Fuel for 1951	Cost per pupil 1951	Cost per pupil 1950	Cost per pupil 1949
High	1,344.01	388,218.47	288.85	251.79	244.49
Junior High	1,738.02	454,051.29	261.24	254.31	232.60
Elementary	4,124.12	688,336.34	166.63	144.12	146.44
Evening School	338.45	11,453.29	33.84	25.51	24.94

PRINCIPAL ITEMS OF SCHOOL EXPENSE FOR A SERIES OF YEARS

	General Control	Instruction	Operation	Maintenance	Auxiliary Agencies	*Fuel	Total Ordinary Expense for Day Schools	Cost per Pupil in Day School	Americanization	Evening Schools
1942	17,051.30	624,158.03	71,265.27	4,960.71	8,251.27	27,645.42	750,332.00	96.85	2,631.65	5,785.57
1943	19,012.84	661,802.61	73,444.50	4,112.67	8,796.42	28,143.96	795,313.00	106.27	2,718.25	5,276.30
1944	20,722.32	666,763.74	76,918.27	3,648.43	8,376.04	34,452.09	810,880.89	111.83	3,126.92	5,024.47
1945	21,125.65	673,173.30	81,544.32	2,051.02	9,256.68	34,471.58	821,622.55	114.01	2,920.50	5,044.75
1946	24,988.32	721,786.79	87,500.00	4,000.00	12,100.00	37,720.00	888,095.11	125.49	3,330.00	6,956.18
1947	28,227.22	887,608.61	107,345 70	4,450.00	13,550.00	39,861.39	1,081,042.92	154.32	3,500.00	7,705.09
1948	30,986.00	1,042,712.39	136,800.00	17,275.00	17,750.00	46,991.30	1,292,514.69	182.83	3,241.35	12,134.92
1949	31,580.63	1,104,620.50	148,062.84	21,694.50	17,352.00	43,483.89	1,382,846.36	181.92	3,600.00	10,537.23
1950	26,900.83	1,113,021.74	151,497.48	39,057.47	19,027.39	44,627.64	1,394,132.55	191.65	3,112.32	10,118.06
1951	33,567.61	1,243,505.77	169,341.17	34,172.46	20,429.16	41,015.46	1,542,059.39	213.99	4,735.40	11,453.29

**Expenditures for fuel are in charge of city fuel committee.*

NUMBER OF PUPILS BY GRADES, OCTOBER 2, 1951

Schools	First Year	Second Year	Third Year	Post Graduate						Ungraded	Total	No. Teachers	No. Beginners in Grades
High	517	472	421	5							1415	74	
(High, 1950)	545	476	422	13							1456	74	
Vocational	60	37	16								113	10	
Grades	1	2	3	4	5	6	7	8	9				
Beebe Junior							202	208	215		625	34	
Browne Junior							174	156	173		503	29	
Lincoln Junior							217	193	222		632	35	
Ayers	65	59	71								195	7	59
Belmont	88	89	80	85	97	63				12	514	17	84
Browne Elem.	84	86				57					227	8	72
Daniels	59	62	63	73	56	60				42	415	16	57
Emerson	47	45	54	48	41	44					279	11	42
Faulkner	62	59	58	70	72	78				13	412	15	60
Glenwood	76	67	69	77	71	73					433	14	74
Leonard	46	29	59	65	37	39				11	286	11	43
Lincoln Elem.	74	63	86	87	69	72					451	15	70
Linden	67	59	101	78	59						364	13	60
Maplewood			88	136	111	103					438	14	
Pierce	34	30	32	34							130	4	34
Junior High Centers										35	35	2	
Home Students										15	15	4	
Directors, Special Teachers and Nurses												17	
Total	702	648	761	753	613	589	593	557	610	113	7482	350	655
(Total, 1950)	681	795	779	655	613	581	577	581	610	118	7545	350	645

SUMMARY

Elementary Schools	4,066
Junior High Schools	1,760
Senior High School	1,415
Vocational	113
Special Classes	113
Physically Handicapped Classes	15
Total	7,482

Malden Vocational High School

Total Amount of Expenditures as Shown in State Report
for School Year 1950-51

Appropriated by City for Calendar Year 1951	$56,840.00

Expenditures

Administration	$ 3,677.76
Instruction	43,010.05
Auxiliary Agencies	102.92
Operation	2,540.99
Upkeep	637.11
Construction	200.00
Equipment	971.28
	$51,140.11

Receipts

Tuition	$ 2,579.09
Smith-Hughes Fund	874.05
George-Barden Fund	552.50
Miscellaneous	443.18
Reimbursement by State	22,760.00
	$27,208.82

Acknowledgments

Were it not for the enthusiastic and diligent work of the personnel named below, this Annual Report would have fallen far short of meeting the goal set for it to be not only informative but also attractive in content and format. To them the Superintendent of Schools extends deep gratitude for their unstinting help in preparing the lay-out, art work, photography, copy, and printing.

Mary E. Heald, High School, *Chairman*

Printing

Hector L. D'Amato, Beebe Junior High
Frank A. Rhuland, Lincoln Junior High

Photography

Mary McA. Quinn, Glenwood, *Chairman*
Dr. Mary E. Spencer, Director of Health
Mary O'Neil, Linden
Margaret J. Murphy, Emerson
Winthrop L. Webb, Beebe Junior High
Esther M. Cahill, Browne Junior High
Ruth Carey, Leonard
Dorothea Kress, Daniels

Copy

Madge C. Leslie, High School, *Chairman*
Jean W. Pierce, Lincoln Elementary
Catharine C. Adelman, Linden
Thomas S. Feeley, Pierce
Muriel I. Swimm, Maplewood
Mary G. Hughes, Faulkner

Layout and Art

Anne L. Lynch, High School, *Chairman*
Charles H. Dullea, Vocational High

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Your 1952

SCHOOLS AT WORK

Malden • Massachusetts

Your SCHOOLS
AT WORK

The Annual Report for 1952
of the Public Schools,
showing by word and
picture a school-year's many
and varied activities.

• MALDEN, MASSACHUSETTS

THE LIBRARY OF THE
OCT 13 1953
VERSITY OF

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REPORT OF THE School Committee

His Honor the Mayor and the City Council:

I submit herewith my report as Chairman of the School Committee briefly setting forth the high lights of the work of our Public Schools for 1952.

The School Committee has had before it in recent years the problem of adjusting the salaries of its personnel to meet the increased cost of living and to set minimums and maximums for the various salary classifications that would be equitable for both our employees and the citizens who pay taxes to support our schools. For 1952, then, practically all employees except those employed as of September, 1951, were voted increases in both the total amount of their respective annual increments plus $60, making the total for most of them $240. This action automatically raised the maximums for bachelor's and master's-degree holders to $4,200 and $4,400 for the fiscal year 1953.

The Committee on the Revision of the Course in Elementary School Arithmetic completed a year's work in June and won high praise for the splendid quality of the new course which was submitted to the School Committee for approval. Committees on the Revision of the Courses in Language Arts and in Science for the Elementary Schools were approved for organizational purposes and will report the results of their labors next year.

A word of praise should be extended to the Mayor and Public Property Committee for their continued and rewarding efforts to make much-needed repairs and improvements to our schools; much real progress has been made during this year.

Real progress was made during the year to relieve congestion in the Linden School area. The Mayor appointed a School Building Committee, on which the School Committee chairman was placed, early in the year which promptly selected an architect after inspecting several school buildings either recently completed or well along under construction. Plans have been drawn and approved for a 21-room elementary building; and it is expected that construction will begin early in 1953, with completion near Easter in 1954.

Much favorable comment was heard for the new-style, pictorialized Annual Report issued for 1951; the School Committee authorized the issue of a similar type of Report for 1952 and hopes parents and other citizens will find reading it informative and satisfying.

Respectfully submitted,

CHARLES H. MONBLEAU
Chairman, School Committee

December 31, 1952

* * *

Retirements

HELENA B. BAKER	Browne — *assistant principal*
HELENA P. COBB	Glenwood
ALDINE C. GILMAN	High School
A. LOIS GOLDING	Nurse
JOHN MACDONALD	Beebe
DELIA H. ROGERS	Faulkner — *principal*
ANNIE SLATTERY	High School
EDITH H. WILSON	Ayers — *principal*

The teachers, principals, and nurse listed above retired during 1952. To them thousands of their former pupils will be forever grateful for their ever-present help and kindly counsel, a service of devotion that no money can buy.

MESSAGE FROM THE

Superintendent of Schools

To the School Committee and Citizens of Malden:

Again the Public Schools tell the parents of our children and citizens some of the interesting things that took place in 1952 within the schools. This Annual Report is the seventh by the present Superintendent of Schools and the eighty-sixth issued by superintendents of schools. We hope that through bringing the schools' activities to you in pictures with only a modicum of wordage, you will gain a keener insight into the widespread educational coverage that any modern school system must maintain if it is to meet the needs of both school children and adults.

The Annual Report of the Chairman of the School Committee on the preceding pages covers some of the highlights of the year's work. It should be made known that teacher-committees are now at work on review and revision of our elementary-school courses in the Language Arts and in Science and in junior-high Mathematics; we completed the revision of the elementary Mathematics course in June and had it approved by the School Committee for use in September. Next in line will be the elementary Social Studies course.

At long last we now have a testing department established and functioning and believe that increased advantageous educational results will be noted.

We repeat the message contained in last-year's Report: A cordial invitation is extended to parents and citizens to visit our schools at any time and see them in action. We want you to feel that they are indeed YOUR schools, and we want you to be proud of them. The new elementary school to be erected in 1953 in the Linden area will warrant your pride, we are confident.

Chester W. Holmes
Superintendent of Schools

December 31, 1952

ADMINISTRATIVE AND SUPERVISORY

Personnel

Superintendent of Schools
Chester W. Holmes

Administrative Assistant to the Superintendent of Schools
T. Richard Kelliher

Principals	High School—John B. Matthews Vocational High School—James A. Booth Beebe Junior High School—Winthrop L. Webb Browne Junior High School—William J. Sullivan Lincoln Junior High School—James A. Cronin Ayers School—Margaret E. Walsh Belmont School—Thomas F. Cosgrove Browne Elementary School—William J. Sullivan Daniels School—William E. Rittershaus Emerson School—Katherine E. Whidden Faulkner School—Charlotte Danoff Glenwood School—William T. Bentley Leonard School—Helen T. Dillon Lincoln Elementary School—James A. Cronin Linden School—Mary O'Neil Maplewood School—Alice E. Herbert Pierce School—Thomas S. Feeley Central Evening School—Morton H. Wiggin
Directors	Adult Civic Education—Charles A. Rossiter Art—M. Adelia Johnson Guidance—Helene Moore Health—Mary E. Spencer Music—Herbert H. Silverman Physical Education (Boys)—William J. Dempsey Physically-Handicapped—Dorothy E. Blakeley Special Education—Edith H. Snow

Heads of Departments
Physical Education (elementary)—David I. Walsh
Testing—Arline J. Walton

New Staff Members

FOR THE 1952-1953 SCHOOL YEAR

High School

John L. Hussey
English

Beebe Junior High

Samuel L. Winerman (boys')
Physical Education
Ada D. Carlson
Mathematics
Louis W. Ciarfella
General Science
Mary M. Daily
English
Benjamin H. Golini
Business Subjects

Browne Junior High

Martha Bishop
Assistant Principal
Donald R. Smith
Art
Isabel Sim
English
Irene E. Rocha
Music
John D. Walsh
Mathematics

Lincoln Junior High

Mary H. Gillam
Art
George A. Hoffman
English-Civics

Ayers School

Margaret E. Walsh
Principal
Marjorie Kessler, Grade 1

Belmont School

Mary E. Sheehan, Grade 2
Joan C. Collins, Grade 3
Constance C. Jeffrey, Grade 3
Marilyn M. Jarvis, Grade 6

Browne School

Leola Brown, Grade 1
Barbara T. Roche, Grade 1
Jane E. Wharton, Grade 6

Daniels School

Mary E. Nolan, Grade 1
Philip L. McAuliffe, Grade 5

Emerson School

Jane E. Butler, Grade 3
John M. Kelliher, Grade 6

Faulkner School

Charlotte Danoff, Principal
James D. Kierstead, Grade 5
Helen L. Mullaley, Grade 4
Thelma E. Sheehan, Special Class

Glenwood School

Mildred McLaughlin, Grade 5

Leonard School

Ann C. Fletcher, Grade 5

Lincoln School

Evelyn C. Mason, Grade 5

Linden School

Ronald T. DiCesare, Grade 5

Pierce School

Roberta A. Richardson, Grade 2
Loraine Freedman Grade 3

Annual Elementary Substitute

Elsie G. Hurley

Clerk

Rosalyn Gould

Art

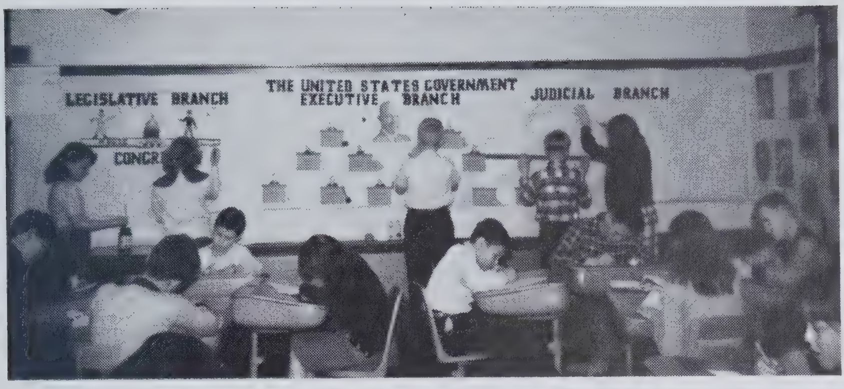
New ideas in progressive education have cut across long established lines and opened new avenues of thought to art education. Art abilities often show early. Children see and feel, respond to color, co-ordinate movements with their ideas, build and rebuild in the normal course of learning. Fortunate ones see the world with keen, alert senses. In a confusing world, they try to bring order, form and beauty.

Painting at the easel, like the water painting, should be exploratory and free from dictation or direction by the teacher. The child needs to discover personally all the things a brush can do with the paint as it glides smoothly, hesitantly, or boldly over the paper following the movements of his hand, arm, and body.

The exploration of different materials gives useful, healthy outlet for the child's drive to investigate. He enjoys the tactile experience and learns from handling.

Whether your child is gifted or not, his school art experiences have a special reason for being. By his teachers, the arts have been recognized as the key to personality growth, and a measure of over-all development. If you would like your child to grow in confidence

Below, Left: *Painting at an easel is the ideal set-up!*
Right: *Varied experiences lead to discoveries.*



Combining art with social studies "Who's Who in Government."

and skill, what he draws, paints, or models, what he sings and writes, deserve your continued appreciation.

There are many ways in which art can clarify and vitalize learnings associated with other curriculum areas, and there are as many ways in which other areas can serve the art program. The time given to art activities cannot be mathematically divided to provide equal periods of work for each day. Some art activities demand a longer working time than others because of the nature of the materials involved. Sometimes adjustments must be made because of the needs of the particular group. While the primary aim of education is no longer for a mastery of abstract and verbal facts, but instead for the development of independent thought and judgment, the skills are by no means neglected.

Well informed, competent and sensitive young people are able to find emotional security and a channel for their creative energies in their work. One of the most-rewarding experiences in art is the pleasure of manipulation and discovery of materials. Our instructors

Construction and design experiences in full scale.

with specialized art training in all our junior high schools and in the senior high school are familiar with all art materials.

Constructing mobile units as a part of aesthetic make-up incorporates three elements of which twentieth-century man is particularly conscious—substance, space, and motion. Like so much in life and in the human expressions of it, each entity affects, and in turn, is affected by, the whole. Indeed, this is the essential function of art and literature: to express the reactions of the individual to the life of which he is a part. The more sensitive and personal his expression is, the more in turn he contributes to life.

Today's teaching materials are many. Understandings and appreciation of art can be expanded and intensified through well-timed and appropriate selections of films, slides, exhibits, and field trips.

The elementary classroom should be a place where children are privileged to experience many and varied activities, and to express themselves creatively under guidance with an encouraging environment; and as children reach junior and senior-high-school levels, education through art is a continuous process.

ABOVE: *Developing ability to judge form, proportion and craftsmanship.*
BELOW, LEFT: *Expressing feelings and ideas through drawing and painting.*
RIGHT: *Designing shapes that swing and flutter.*

Music

I AM MUSIC

> SERVANT and master am I; servant of those dead; and master of those living. Through me spirits immortal speak the message that makes the world weep, and laugh, and wonder, and worship.
>
> I tell the story of love, the story of hate, the story that saves and the story that damns. I am the incense upon which prayers float to Heaven. I am the smoke which palls over the field of battle where men lie dying with me on their lips.
>
> I am close to the marriage altar; and when the graves open, I stand nearby. I call the wanderer home, I rescue the soul from the depths, I open the lips of lovers, and through me the dead whisper to the living.
>
> One I serve as I serve all; and the king I make my slave as easily as I subject his slave. I speak through the birds of the air, the insects of the field, the crash of waters on rock-ribbed shores, the sighing of wind in the trees; and I am even heard by the soul that knows me in the clatter of wheels on city streets.
>
> I know no brother, yet all men are my brothers; I am the father of the best that is in them, and they are fathers of the best that is in me; I am of them, and they are of me. *For I am the instrument of God.*

Music plays an important role in the development and life of our children. It is our task to make music meaningful in the lives of our children so that there will be a desire for more and more active participation in musical activities as well as to help each individual establish criteria of worth in listening to music and in participation.

In terms of basic educational objectives the contribution of music lies largely in the areas of "worthy use of leisure time" and in becoming progressively familar with our "cultural heritage."

Our aim is to make music a living part of *every* child's growth and development. By presenting music through many and varied approaches, every child may find a satisfying emotional, intellectual, and cultural fulfillment of his felt needs as a child and later as a mature adult.

Our program attempts to emphasize the inner living essence of music rather than merely its external manifestations.

Each aspect of music in life is utilized:—*singing, listening, dancing, creating, and playing an instrument* . . . All are basic to our program of education-through-music.

Your schools have rhythm, melody and toy orchestras, flutophone ensembles, boys' glee clubs, girls' glee clubs, mixed choruses, and vocal and instrumental chamber ensembles. Many of our schools produce operettas; and all provide programs for patriotic, civic, Parent-Teacher programs and assemblies. Private and class instruction is offered in all of our schools on violin, viola, cello, contrabass, piano, percussion, piccolo, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, alto, baritone, tuba, and all other recognized musical instruments.

Nineteen hundred and fifty-three was a momentous one for our Music Education Department as Malden was honored by being selected as host for the Massachusetts School Music Festival. This Festival was held on May 2, 1953, with 3,800 students from schools throughout Northeastern Massachusetts participating in a day of musical programs.

Radio broadcasts serve to integrate school and community relationships.

Technical aspects of music are organized for immediate and future satisfactions in our developmental program.

All Elementary, Junior and Senior High Schools have selected singing and instrumental ensembles for special performances.

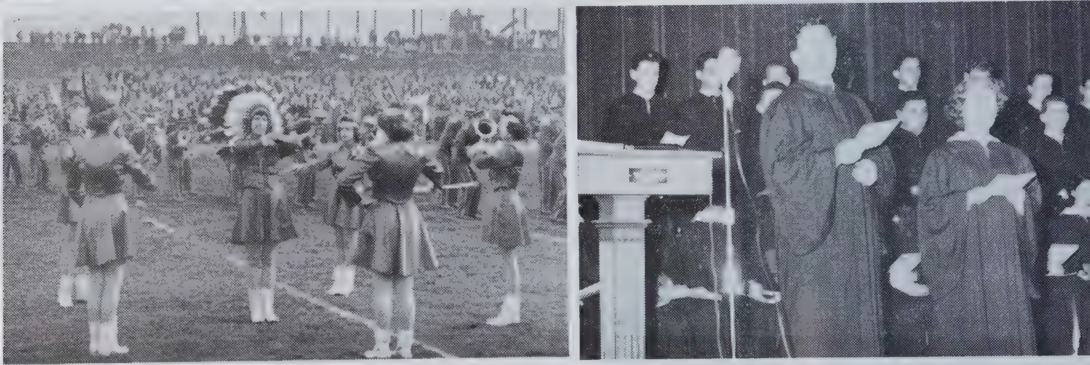
Rhythmic, Melodic, and Vocal Development is organized through pre-instrumental activity.

Primary grade rhythmic activity is demonstrated in classroom rhythm bands.

Group singing is basic to our program of music for all.

Senior High School and Junior High School orchestras and bands extend elementary instrumental instruction to public performance activities in school and community.

Keyboard experience as an integral part of the vocal program.



School and community relationships have musical performances as an integrating factor.

Correlation of subject areas is most effective in Operetta productions at various grade and school levels.

Health

The purpose of a School Health Program is to educate children how to live healthfully. To live healthfully a child needs to have favorable surroundings, both physical and human, during the schoolday. Hence, in our program we emphasize *Healthful Living* — the oversight of the child's environment and the emotional climate in which he works and plays . . . He must learn to have the right kind of human relationships, and to get along with other people, as well as to satisfy himself—hence, our emphasis on emotional growth and development — *Mental Hygiene* . . . He must have certain basic information on the steps to be taken to improve his health status, on where to get medical and dental care, and on the resources provided by the Malden physicians, nurses, dentists, and clinics. These are provided in our *Health Service Program* . . . He must have factual knowledge in communicable-disease control, personal hygiene, nutrition,

Above: *Yes, it's true! The light meter proves that the light in this corner is insufficient for reading.*

Below, Left: *Checking on your daily health practices can be fun if you use paper bag puppets.*

Right: *In mental hygiene, boys and girls study about their own emotions and behavior—what makes them "tick".*

home-nursing and child care, first aid, and safety so that he may direct his own living along efficient and healthful lines.

Last year we reported to you on our Health Service program. This year we should like to high-light our Health Instruction activities which are carried on at all levels: elementary, junior high, and senior high, so that your children may acquire positive attitudes toward the importance of health, so that they may establish sound health practices, and so that they may understand the scientific facts on which health-promotion and disease-prevention are based.

HEALTH EDUCATION
THE FARM
MILK PLANT

As health is an aspect of all experience, health instruction is carried on continuously throughout the school-day in all elementary schools. The scratched knee, the child isolated from the classroom, and the adjustment of shades or windows all provide opportunities to drive home informal health lessons.

In addition, definite health units are set up for every grade in communicable-disease control, safety, nutrition, mental health, personal hygiene, and cleanliness. These are

ABOVE: *From farm to home is a long way for milk to travel safely—"clean, cold, and covered"—as pictured by these milk drinkers.*

BELOW, LEFT: *We are learning to use milk in many ways—today, we are making cocoa.*

RIGHT: *Preparing the HEALTH HERALD with school health news and accounts of new achievements in health and medicine hot off the press.*

integrated with existing instruction in the language arts, science and the social studies through Grade Six. Your junior high schools provide education in community health for seventh graders, in physiology and the functioning of the human body in Grade Eight, and in home-nursing in Grade Nine. These subjects which are required of all pupils give the student a well-rounded working knowledge of how to live so that health results as a by-product.

The psychology of every-day living which embraces a study of personality and human behavior forms the core of the elective course in health education in the senior high school.

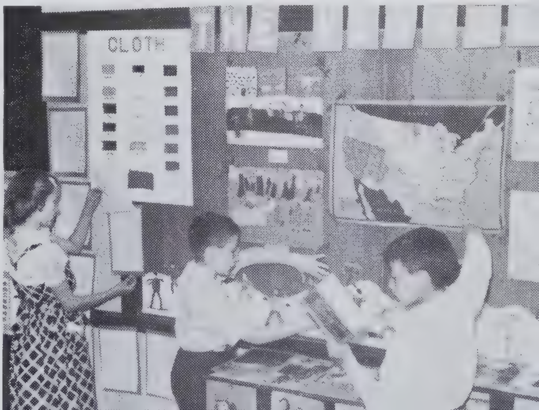
Health is basic to all school-work. It is our aim to provide this health foundation for your children so that they may "live most and serve best."

ABOVE: *A first look into an unseen world—studying the germ theory of disease.*

BELOW, LEFT: *It's always breakfast-time somewhere 'round the world—a study of breakfast habits and other customs.*

RIGHT: *How to dress according to the weather, and the thermometer, is something arm-chair travelers in a health class find intriguing.*

TALY
ISRAEL
CHINA
HOLLAND
EGYPT
AMERICA
FRANCE
MEXICO
IRELAND



Home Nursing —

Home Nursing, a required subject for all ninth-grade girls, is taught in a specially-equipped classroom in each of the three junior high schools where at a special assembly certificates issued by the American Red Cross for "Care of the Sick" and "Baby and Child Care" are presented to the graduates.

Students learn how to meet simple home emergencies, how to recognize some of the early signs of illness, how to give simple nursing care to the sick at home, and how to keep the family well.

An understanding of how Baby grows and develops depending upon nutrition, guidance, and care is gained along with knowledge of baby-sitting, which is a favorite subject with students.

Often the course serves to interest girls in becoming professional nurses or to enter a related field.

ABOVE: *Child-care is something close to every woman's heart—a home-nursing class.*

BELOW, LEFT: *Taking turns as patient and as nurse—simulating actual home conditions in the home-nursing class.*

RIGHT: *Home-made back rests, tray rests, "medicine cabinets" for bedside service, and other nursing devices are natural by-products of home-nursing instruction.*

Testing —

Based on the belief that standardized tests are an important means by which the schools may better know, understand, and guide your children, a testing program has been created this year to extend from grade one through high school.

Intelligence tests at various levels help us to know the level of ability at which we must teach. Achievement tests tell us how far your child has progressed. To help in planning for the future, both in school and beyond, aptitude, interest, personality, and tests of basic abilities are given at certain intervals to provide the guidance personnel with scientific tools by which they can better advise and guide each pupil.

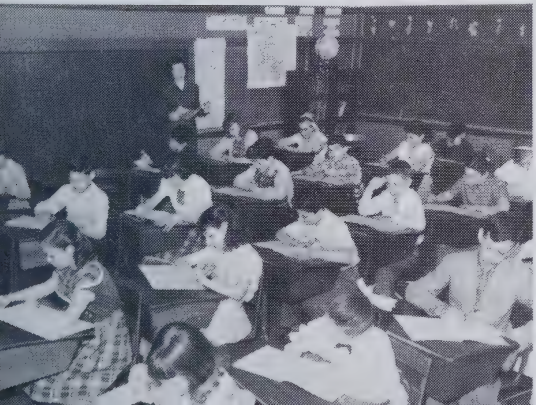
In many cases individual problems arise where tests are selected and administered by the Head of the Department. These tests are specifically chosen to help bring about the greatest improvement, adjustment, and achievement possible in that particular situation.

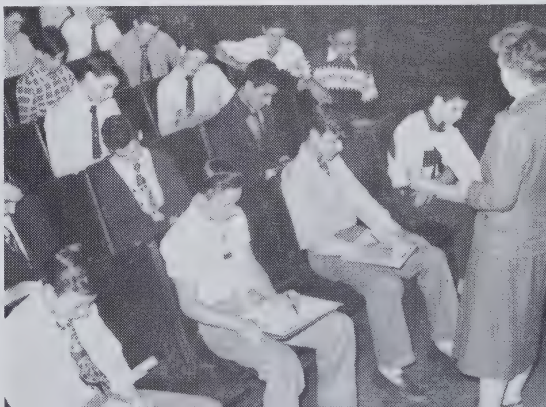
All results are kept as a part of your child's complete school history so that we may best know and develop the needs and abilities of the individual. The program is flexible and at all times designed to meet the needs of our pupils.

ABOVE: *To work alone is sometimes best.*

BELOW, LEFT: *Achievement tests tell how much we have learned.*

RIGHT: *A test of mechanical aptitude helps these boys plan for the future.*





Guidance —

Guidance in the Malden Schools is a service designed to help your child choose, prepare for, and find his place in that field in which he will fit best. Because individuals differ, this program attempts to discover these individual needs and provide for them.

There are five distinct steps to the guidance program:

1. Individual Inventory — finding out all that is possible about your child. Through the use of a cumulative record the information necessary to an intelligent understanding of your child is made available to all school personnel who work with your child. Testing results which give an over-all view of a pupil's ability have become a vital part of this inventory;

2. Imparting information—securing from every source all vocational and educational information possible;

Above: *Eighth-grade group-guidance class gives practical demonstration of job interview techniques.*

Below: *A Junior High School boy is discussing his specific interests with the guidance counselor in conference room while the group is investigating and studying career opportunities.*

Junior High students visit industry under auspices of Chamber of Commerce as a part of the group-guidance program.

3. Counseling—to assist your child and you, his parents, to recognize his problems, educational and vocational, and to aid in their solution;

4. Placement—helping your child secure part-time or permanent employment;

5. Follow-up.

Elementary Schools

At this level, guidance is so closely interwoven with teaching that the principal and the teachers work directly with your child. Helping him to work to his capacity, assisting him to become acquainted with the world in which he lives, and being at all times a friendly and interested counselor through an intelligent understanding of his abilities and needs is the function of the school program.

Junior High Schools

Each of the three junior high schools has a full-time guidance teacher. Group-guidance classes are a part of the 7th and 8th grade

Training offered in pre-Christmas retail selling classes culminates in actual work experience in Malden stores.

programs. Grade Seven is based upon orientation with every pupil in that grade in a group-guidance class once each week. With Grade Eight comes an exploration of one's interests through the use of a standardized interest-inventory and the study of occupations and occupational information. Tours of the banks and Malden Hospital are being made an integral part of the program, together with visits to local industries through the co-operation of the Malden Chamber of Commerce. Much emphasis is placed upon individual counseling, using data collected from cumulative records, test scores, marks, and other information assembled by the guidance counselors.

HIGH SCHOOL

Individual counseling with parents as well as with pupils is a daily part of the guidance program. A monthly series of conferences is set up each year and arranged with the co-operation of Mr. Roland Darling, of Northeastern University, dealing with all phases of educational and vocational opportunities and led by experts in their fields. In addition to these programs there has been a definitely-scheduled series of specialized group conferences covering phases of orientation, general attitudes, school achievement and adjustment problems, organized and arranged by the dean, who led many of them herself. A battery of five educational and vocational tests is administered each year by Boston University to seniors and juniors at very-nominal cost to the pupils. All applications for work and all placements are handled through the guidance office.

GENERAL WORK

Opportunities for older young people and veterans who wish to secure high-school credits are available in the Evening School through a program closely co-ordinated with the Malden High School and the State Department of Education.

A junior girl seeks counseling in making plans for college.

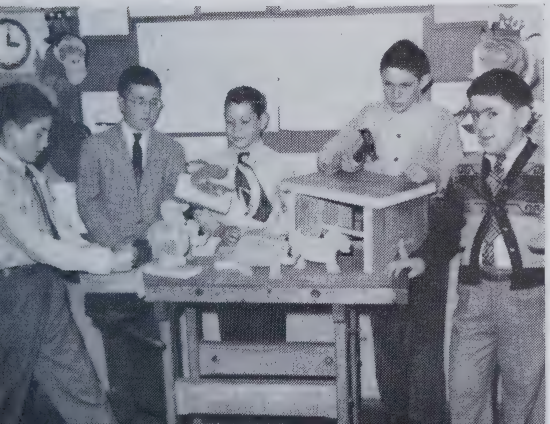
Special Education

Adjustment is the keynote here, and the melody running through the entire program is one of happy satisfaction for each child.

That maximum development may be possible, it is of the greatest importance that children should be identified early and enrolled in a school-life program in which guidance is continuous and no failure with its attendant emotional strain permitted.

Through individual conferences and group meetings parents are prepared for those sound relationships necessary as a foundation for the work, which must be a joint responsibility of the school and the home. With training comes knowledge followed by interest and enthusiasm, providing the security so essential in the development of the child of limited ability.

Placed with children who present no competition, we live the good life, become accepted members of



Above: *Children in the Sense Training Class, promoted to Kindergarten, begin their first formal program.*

Below, Left: *Mind and hand trained to work together produce a happy, successful experience for these boys.*

Right: *Geography can be fun!*

the social group, and learn that there are no barriers to participation in economic or social activities.

In this environment special clinical teaching methods are used for the correction of particular disabilities as new levels are raised where children may perform successfully.

Each child requiring individual training is visited in his home by a qualified teacher assigned to this department whose mission it is to help the child to live a more-independent existence and to instruct the mother in his training.

The next step in development is group instruction in a pre-primary class in which the much-needed social contact and happy play experiences are provided.

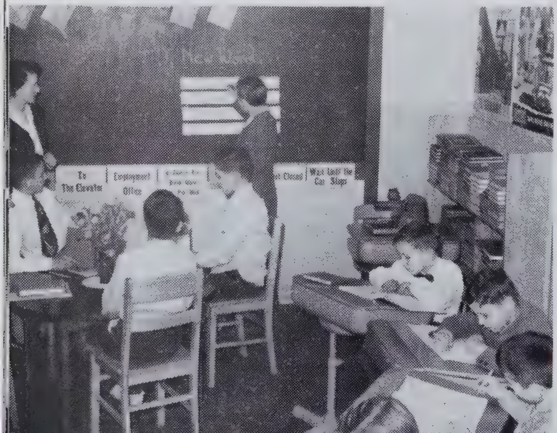
With this beginning, the minimum essentials with all possible enrichment are provided on special grade levels, with regular advances toward the junior-high centers, where interesting variations are used to expand the program and stimulate teen-agers.

Music, arts, sewing, cooking, woodworking, and athletics are interwoven with academic subjects; and all are highlighted by emphasis on preparation for an adequate social life.

Above: *The Science Corner attracts the boys.*

Below, Left: *A Reading Group—"We're getting on to it."*

Right: *The Mother and Daughter Luncheon is a feature of Class Week, when the Home-making Class entertains.*

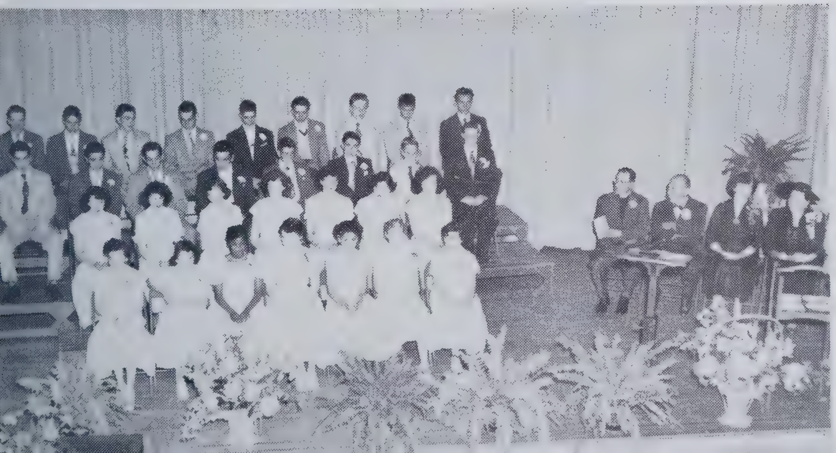


The good citizen is prepared to do his duty at the polls.

Class week is celebrated by a luncheon, picnic, beach party, and dance where family and friends are entertained; and classmates enjoy their final school days together.

Graduation exercises bring to a close the training of these young people, who go into the community well-prepared to be good citizens and a credit to the school system.

* * *



"The days that make us happy make us wise".
—John Masefield.

EDUCATION FOR THE

Physically Handicapped

What are the chances in Malden today of your child's receiving the finest possible education if he is physically handicapped?

Let us tell you just some of the efforts that will be made in his behalf.

Most important of all in your physically-handicapped child's chances for success are the vital interest and enthusiastic co-operation of your Malden principals with the aims and plans of this department for his schooling. Without their understanding attitude and the help of the classroom teacher, we could accomplish but little. Next are your school nurses who work side by side with us for your child's welfare.

Wheel chair student who has never attended school is completing her sixth year as a home student. Special type wheel chair was donated by the Malden Lions Club.

If he is permanently handicapped so that he may never attend a classroom, experienced home teachers will take over his education from Grade One until the day he receives his high-school diploma.

Despite a serious accident during his summer vacation, this senior-high-school student has done his entire sophomore year's work under home instructors.

If a long absence due to temporary illness is endangering his promotion, home teaching will provide an uninterrupted flow of education so that he may keep up with his class.

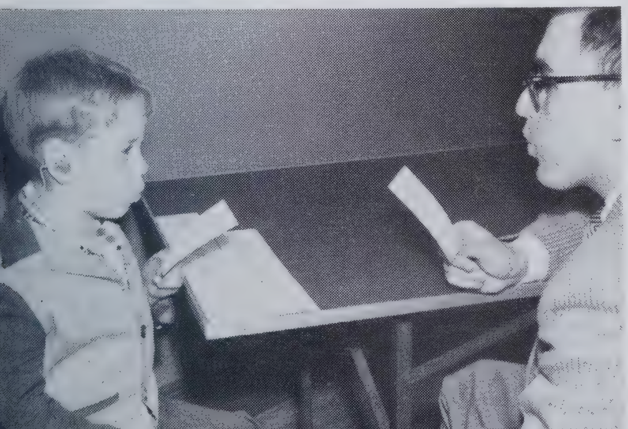
If your child is physically handicapped but able to attend school, he will be given the extra help and guidance necessary for a happy and successful school experience. We believe in making every adjustment possible so that your child may attend school with his friends and neighbors. Relating specific examples going on in our Malden schools right now may help you to understand how this extra help and guidance are working for your child.

Many hard-of-hearing children are learning the skill of lipreading under an experienced instructor who regularly holds classes in all our schools where such children may profit by it. Noticeable improvement in personality and scholarship inevitably follows this help. One deaf child is receiving lipreading, speech training, and individual help with all his subjects. Without this help, he would have to be educated in an institution for the deaf.

Several partially-sighted children who can not read normal type but have enough sight otherwise to attend regular classes are provided with special editions of their school books in large type. Without this help, they would have to travel to another city every day to a sight-saving class. Two young people on the high-school level have adjusted programs with a minimum amount of reading subjects. They are also assisted by individual tutoring. An almost-blind child enjoys attending first grade because she is learning to read

BELOW, LEFT: *Deaf first-grader receives individual training in correct speech sounds from speech therapist.*

RIGHT: *Improvised table allows home student to study comfortably while confined to complete bed rest.*



Hard-of-hearing adults learn the skill of lipreading at Malden Evening School.

the same books as her classmates by means of Braille. One hour's instruction daily teaches her to read with her fingers as well as the other children do with their eyes. Without this help, she would have to be placed in a residential school for the blind, away from her family and friends.

Speech defects can embarrass and retard a student both in school and socially. The more-serious cases have been referred to clinics in the past. However, beginning with the next school year, your child with a speech defect will be helped by a full-time speech therapist who will work in all our schools.

In a few cases, your child will profit most by attending a school that is specially equipped to give him maximum help. We welcome the opportunity to counsel you as to the best possible placement. Be assured that your physically-handicapped child will be planned for carefully every year and that every facility available will be utilized to educate him for a happy and profitable life, now and in the years to come.

Annual generosity of Malden Kiwanis Club provides a wonderful Christmas party.

Reading ——

Success is the chief motivating factor of every one, so we feel that success in reading is the primary purpose of this department. "They can't read if they don't know the words." Thus we have a purpose and an objective.

In Grade One all children are tested, then grouped according to abilities — superior, average, and below average. These groups are flexible; and we are extremely careful of this first grouping so that every change is a move upward, never downward. This is the only time in the school year that we test to find out what the child does not know. From then on, we want to find out what he *does* know and progress from there.

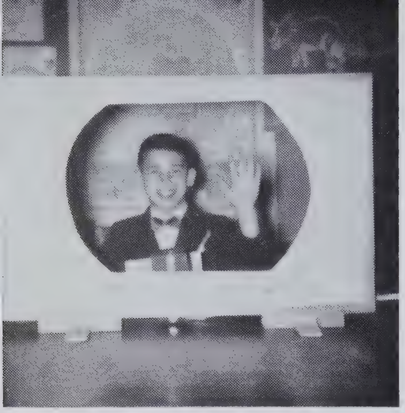
In the demonstration classes that are conducted throughout the year for par-

Time to Read—When a book captures a child's interest, he will read it. "Come here. I want you to see all the ducks in this picture!"

"This one is the mother. Want to know why she's swimming so fast?" Even in Grade One, they read for pleasure, understanding, companionship, and information.

Their use of the library begins early when these first-grade children enjoy one of Malden's branch libraries for a classroom. One important thing has been provided—a friendly environment where Paul and the other children can learn and grow happily.

Books can accomplish much that TV can not. Here children do research on children of other lands. Pupils feeling for the past helps them appreciate the American Way of Life.



Live Television

Lectures are given after the talk is well organized. Today the fifth-grade children enjoy an illustrated talk on Prehistoric Animals. Much reading by the committee on this subject first.

ents and teachers, it is being proved that Malden is solving the reading problem; for in all these grades the children are reading beyond their grade level. We do not now have a negative attitude towards reading but know that "every child can learn to read."

We hold a reading clinic at the Malden High School to which children come from different elementary schools four afternoons a week. They read at their own grade level, and many children come of their own free will to assist with other classes or to do audience reading. Any and every reading activity is geared to more and better reading.

The power of a good developmental reading program comes from (1) administrators, (2) teachers, and (3) teaching materials. Such a program steps-up results throughout the program of studies, enriches the lives of boys and

* * *

Teachers provide a great many worthwhile activities and the children carry-on independently. These independent learning activities have replaced the old "seatwork activities" or "meaningless busywork." Children need physical variety in activities. The improvement of reading for all children is the primary purpose of the "Independent Learning Activities."

Reading Group—
Teacher Leader

Your child has three times more reading a day when the class is grouped. First, the teacher has her instructional reading lesson with your children every day.

girls, and wins parent and community support of the schools. Our schools are as good as parents want them to be.

A record of the reading achievement at the end of each school-year is kept on file. This coming year the June record will be compared with that of the previous year. We'll expect this reading achievement to be better each year.

It costs far less to prevent reading failures than it does to reteach those who have failed. Whatever we do in toning-up reading instruction will be felt throughout the program of studies.

"When a school buys textbooks, it also buys years of skillful, painstaking service on the part of expert authors and editors. The schools get full value from these books when teachers use them as they were planned to be used. Books properly used can keep teachers working together in a partnership profitable to each of them and to every youngster in their classes."

READING GROUP—
PUPIL LEADER

Now a pupil leads the group while children read material at their independent level. This horizontal type of reading promotes fluency and ease as well as enjoyment of stories.

* * *

INDEPENDENT READING GROUP

Children are motivated to read through the success they have found in the reading groups. Library tables provide varied stories and poems.

Central Evening School —

Education is a lifelong process. It can not stop when school days are over and must continue year after year to insure our form of democracy an intelligent and enlightened citizenry. It can not stop with retirement from work, for the informed judgment of older people will become an increasingly-important factor as the average age of our population creeps upward. To assist adult persons to improve their marketable skills and cultural backgrounds, Central Evening School offers a wide variety of courses. The increased enrollment of the school from within the city and the greater attractiveness of its program to persons of other communities is a valid measure of its popular approval.

In its program to assist adults to Learn More, Earn More, and Enjoy More, persons seeking a more-worthy use of leisure time may enroll in courses in Art and Commercial Design, Conversational French, Woodworking, Sewing, Drama, First Aid, Community Music, Speech Improvement, Income Tax, Law For the Layman, and Lip Reading. For those persons desiring improvement in vocational skills, there are classes in Typing, Stenography, Office Ma-

Below, Left: *Students enjoying the creative activity of an art class.*

Right: *Beating high living costs by making their own clothes.*

chines, Bookkeeping, Accounting, Salesmanship, Buying and Selling, and Drafting. For adults desiring an elementary-school education there is a program leading to a diploma; and for persons wishing to obtain a high-school diploma or its equivalent, opportunity is offered in conjunction with the State Department of Education and, under certain circumstances, with the Senior High School. Through the Guidance Department, a program of student-counseling and job-placement is offered.

* * *

Below, Left: *Prospective nurses and high-school graduates experimenting with the mysteries of Chemistry.*

Right: *Group interest in a woodworking project.*

Adult Civic Education —

Citizenship is one of an American's proudest possessions. If you were born an American, you received it the easy way. But if you were not born an American citizen, our message is for you. *You can be* an American citizen by following a simple plan your city and state have laid out for you.

A Simple Plan

You should contact the Director of the Adult Civic Education Department at Room 16, Malden High School (Telephone MA 2-3620), and an individual program will be fitted to *your* needs.

If you are unfamiliar with the English language, you will be placed in a class of adults working together to speak and write English more easily. Then you will take a final course in Citizenship which prepares you for the actual citizenship examination given in Boston by the Federal Immigration and Naturalization Service.

We have a proud boast — No one who has taken our full course has failed to obtain American Citizenship.

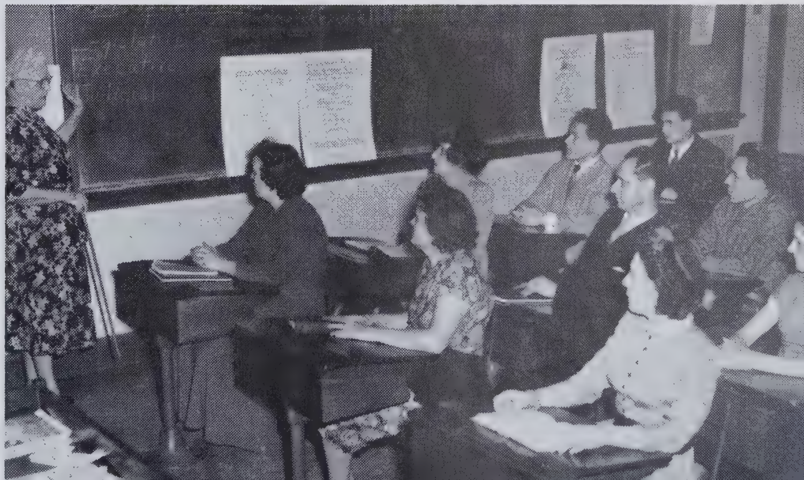
A class in Beginners English for the Foreign-born.

A Japanese war bride in the Advanced English Class.

START WITH A VISIT

Our classes are held at convenient hours in the afternoon for housewives and others who are free at that time and in the evenings for those who are employed during the day. A friendly air of mutual assistance pervades the classes and progress is amazingly fast.

A visit to our classes will be helpful either alone or preferably with an interested friend.



A citizenship class studies the Constitution.

Vocational Education —

Because rapid changes and new developments in the trade and technological fields are taking place, vocational high schools everywhere have had to keep constantly alert to meet these new working conditions; they require new approaches through the shops and classrooms.

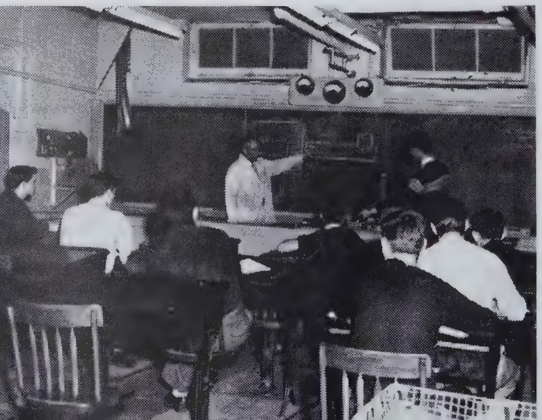
Mathematics, mechanics, drafting, and shop application must be taught on a much-higher plane than heretofore. Consequently insistence upon the completion of the Ninth Grade in the junior high school is necessary in order to secure boys competent to meet the higher requirements.

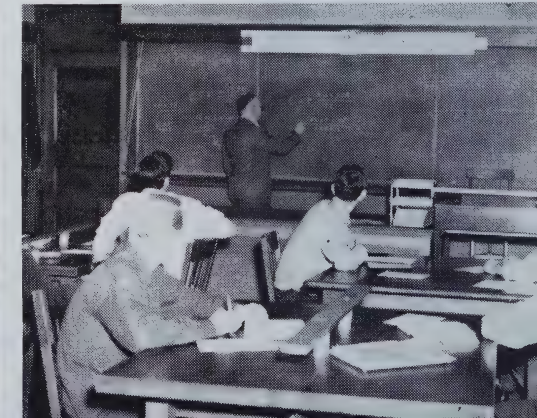
But mere trade knowledge and skills are not enough equipment for a vocational-high-school student to take into industry; he must know his English, History, and Civics in order to be a good citizen in the community where he lives; and he must exemplify the art of good social living, for he will inevitably become a factor in the efforts to improve understandings and relationships between unions and management and among trademen generally. Supervisory positions are no longer cornered by strong-arm methods but are earned by men trained to hold them.

Our Vocational High School therefore requires an entrance examination to determine the probability of success in the pursuit of

BELOW, LEFT: *Demonstration of Circuit-Breaker in Related Electrical Theory Class. Instructor is showing blackboard illustration; student is pointing out Circuit-Breaker.*

RIGHT: *Calculating Speeds and Feeds for Lathe Operation in Machine Related Theory Class.*





a trade course; this helps to reduce drop-outs and discouragement on the part of those who are not by nature or nurture prepared to engage in trade work and also helps to turn their attention to fields of work for which they are better suited.

Shop-work in the trades (automotive, electrical, machine, and sheet-metal) require 15½ hours a week and includes not only the applied shop processes (tools, equipment, materials, operations, and technics of the trade) but also applied shop mathematics, science, drawing, and shop English.

The related and academic work also requires 15½ hours weekly, plus assigned homework, and includes English, History, Civics, Shop Mathematics and Science, and Drafting.

Vocational trade classes attain economic efficiency by:

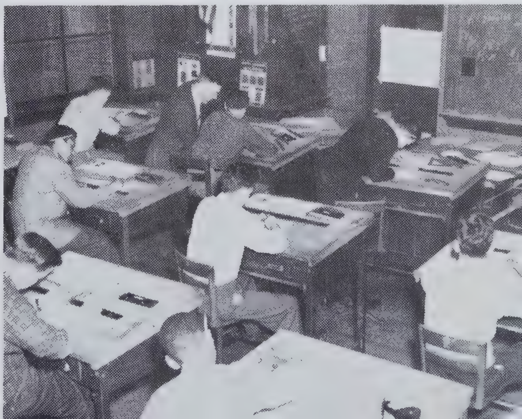
1. Fixing selection of an occupation
2. Providing skill-training for that occupation
3. Developing pride in the trade or occupation
4. Developing a sense of responsibility — the obligation to do a day's work for a day's pay
5. Teaching the social value of his work
6. Developing appreciation of the obligations of labor and management

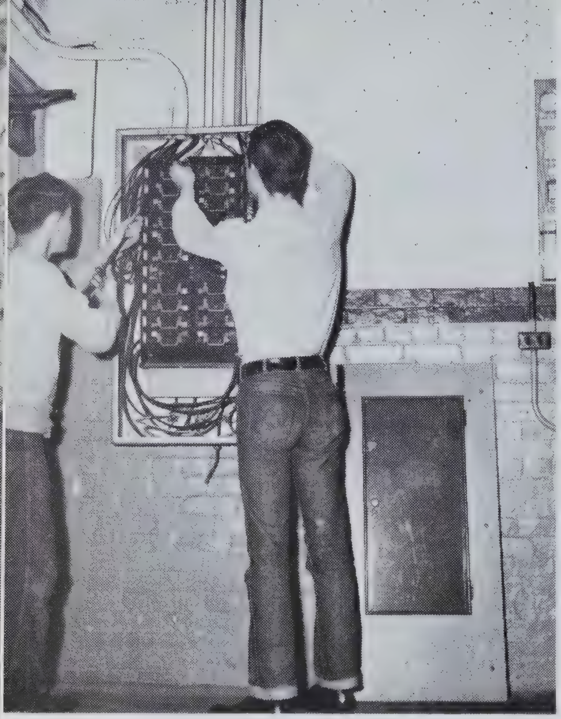
The characteristics of the Trade Class:

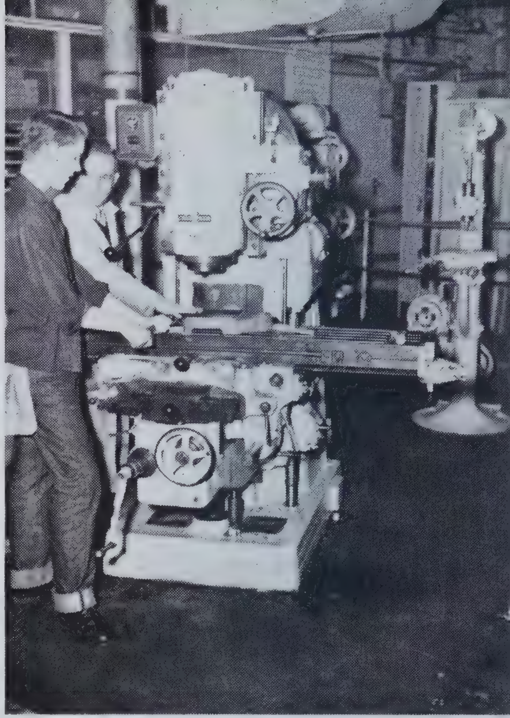
1. The teacher a craftsman
2. The teacher well-schooled in teaching technics
3. Adequate shop facilities
4. Up-to-date equipment
5. Individual instruction
6. Selected students
7. Developed interest in work
8. Safety consciousness
9. Job placement

Below, Left: *Automotive Theory Class.*

Right: *Sheet Metal Pattern Drafting Class, designing and laying out problems and jobs to be manufactured in shop.*







Above, Left: *Pulling in a new circuit in Electrical Shop.*

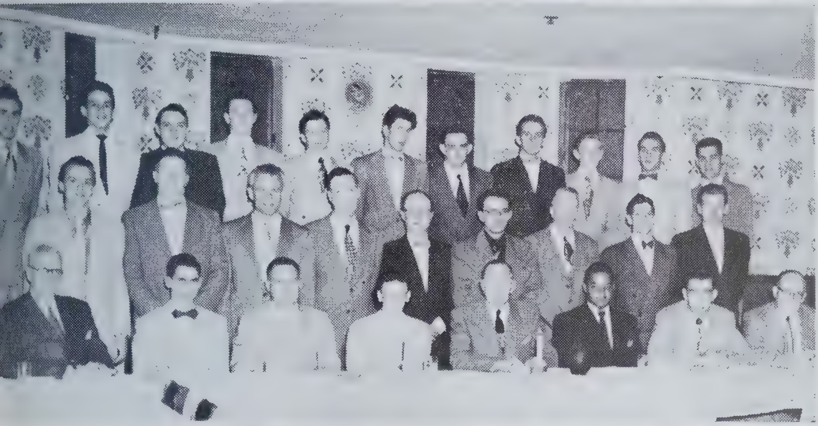
Right: *Student receives instruction in setting up Vertical Milling Machine in Machine Shop.*

Below, Left: *Student grinding engine valves in Automotive Department.*

Right: *Manufacturing specially designed locker for Audio-Visual Aids for one of the schools and Riveting Rotary Ventilator.*

Selection of
Miss Valentine
at the Annual
Valentine Dance

Barn
ancers



Members of
Senior Class,
Faculty, and
invited Guests
at the First
Annual Senior
Class Banquet.

Regular scheduled
Basketball Game
with Newton
Trade School.

Football
Scrimmage at
Pearl Street
Stadium.

The Elementary Schools —

Today's school is concerned with the *all-around* development of the whole child — his physical, social, moral, emotional, and intellectual make-up. Education is focused on the dissemination of knowledge, liberation of minds, development of skills, promotion of free inquiry, the encouragement of creative and inventive skills, and the establishment of wholesome attitudes toward order and change. The illustrations show some of these goals in the process of attainment.

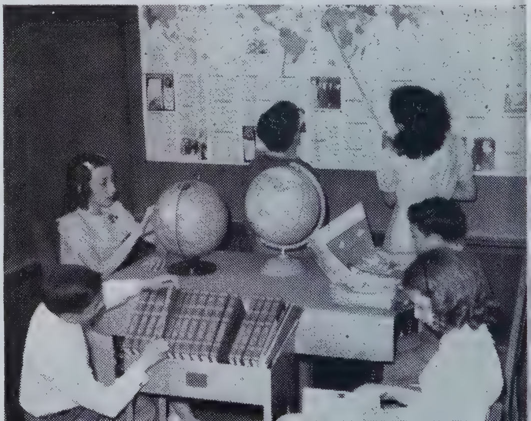
"How Shall I Say It?"

* * *

Above: *Fourth Grade Children En Route to the Branch Library.*

Below, Left: *What Do We Want to Know About Lincoln?*
Right: *Elementary School Children Keep Up-to-Date on Current Events.*

about Lincoln



They danced the Minuet.

A Group of Fifth Graders Studies Fractions Meaningfully.

Opportunities to Create.

We Keep Ourselves Healthy.

Junior High School Education

It is one of the functions of the junior high schools not only to carry on the studies begun on the elementary level but also to begin to broaden the horizons of the pupils through the introduction of departmentalized work, and club programs, physical education in the gymnasiums, and experiences in home economics for the girls and shopwork for the boys, and in vocal and instrumental music for both through glee clubs, choruses, bands, and orchestras.

In these days of stress and strain regarding patriotism — or its alleged lack! — it should be reassuring to note the definite and continuous attention paid to the inculcation and maintenance of ideals of loyalty to our country and its flag. This is done in both classroom and assembly exercises. The photo below shows the trooping of the colors in one of our junior high schools.

The junior-high age-range—from twelve to fifteen—represents one of the most-interesting and challenging periods in child-development; and our junior high schools attempt, through the wide diversity of subjects offered and guidance services made available, to send their pupils on to the senior high school well-grounded in the so-called 3 R's and socially-mature enough to be ready for the even-more expansive educational program offered in that school.

Below, Left: *Future homemakers learn valuable dietary skills.*
Right: *The trooping of the colors at an assembly program.*

Senior High School Education

Not until the years after graduation do our young folks realize that their senior-high-school days were among the happiest they will have. The wide variety of subjects offered, the continuity of instruction in particular fields of interest, the great scope of extracurricular activities — journalism, language-study groups, theatricals, debating, photography, science exploration, band, orchestra, choruses, and athletics; these are but a very few — all these have a single purpose: To prepare the boys and girls to go out into life with a competent intellectual endowment for more-gracious living, with a knowledge of occupations which may be profitably and successfully pursued according to their individual capacities and abilities, and with an understanding of their importance as potential citizens of our country.

With the exception of the work in the commercial course, the studies offered are not vocational in content. The industrial-arts subjects of woodworking, mechanical and architectural drawing, and printing are taught chiefly to develop fine coordination of mind and hand and appreciation of craftmanship in the creation of products for use in the workaday world. For example, in the print shop pictured below, the boys gain practice in the artistic lay-out of job-press orders, the calculation of the cost of their production, accuracy in following copy, and skill in turning out a finished, acceptable product.

BELOW, LEFT: *Accuracy in composition is a necessity.*
RIGHT: *Skill of hand is a natural by-product.*

NUMBER OF PUPILS ENTERING THE HIGH SCHOOL FROM JUNIOR HIGH SCHOOLS - June 1952

SCHOOL	GRADUATED FROM JUNIOR HIGH June 1952		ENTERED HIGH September 1952		TOTAL GRADUATED	TOTAL ENTERED	PER CENT ENTERING
	B	G	B	G			
Beebe	101	97	90	95	198	185	93.43
Browne	82	77	73	73	159	146	91.82
Lincoln	98	107	78	102	205	180	87.80
Total	281	281	241	270	562	511	90.92
Other Schools			3	4		7	
Repeating Grade 10			9	8		17	
Parochial Schools			5	3		8	
Total			258	285		543	

MEMBERSHIP IN ALL PUBLIC SCHOOLS

October 1, 1952

AGES	GRADES																
	I	*II*	*III*	*IV*	*V*	*VI*	*J.H. VII*	*J.H. VIII*	*J.H. IX*	*S.H. X V.H.*	*S.H. XI V.H.*	*S.H. XII V.H.*	*S.H. Post Grad.*	*Spec. Class*	*J.H.S. Centers*	*Home Students*	*Total*
5	**344**	12														2	358
6	510	**269**														2	781
7	**33**	346	**211**	2										3		2	597
8	2	**40**	370	**222**										1		2	637
9		8	**57**	431	**253**									5		3	757
10			6	**79**	382	**194**	1							9		2	673
11			2	10	**68**	328	**143**							8			559
12				2	15	**71**	341	**132**						17		2	580
13					1	16	**78**	302	**142**	2				10	3		554
14							25	**88**	326	**144**	2			7	15		607
15							5	40	**88**	331	**138**	3		11	9	2	627
16								6	22	**99**	266	**123**			2		518
17								1	1	20	**71**	242	**1**	1	1	1	339
18										4	10	**73**	1		1		89
19											1	17	**1**				19
20													1				1
21													3				3
Total	889	675	646	746	719	609	593	569	579	600	488	458	7	72	31	18	7699
(Total - 1951)	702	648	761	753	613	589	593	557	610	517	472	421	5	63	35	15	7482
No. Underage Pupils	344	281	211	224	253	194	144	132	142	146	140	126	1	0	0	4	2342
No. Normal-age Pupils	543	386	427	510	450	399	419	390	414	430	337	315	2	0	3	12	5037
No. Overage Pupils	2	8	8	12	16	16	30	47	23	24	11	17	4	72	28	2	320
% Underage Pupils	38.7	41.6	32.7	30.1	35.2	31.8	24.3	23.2	24.5	24.3	28.7	27.7	14.3	0.0	0.0	22.2	30.4
% Normal-age Pupils	61.3	57.2	66.1	68.4	61.9	65.5	70.7	68.9	71.7	71.7	69.1	68.8	28.6	0.0	9.7	66.7	65.4
% Overage Pupils	0.0	1.2	1.2	1.5	2.9	2.7	5.0	7.9	3.8	4.0	2.2	3.5	57.1	100.0	90.3	11.1	4.2

DECEMBER, 1952

Number of pupils entering Senior High School from Junior High Schools	511
Number entering Grade 10, Senior High School from other sources	32
Number entering Grade 10, Senior High School (total)	543
Total Number in Senior High School in September, 1952	1419
Average age of Grade 10 in Senior High School in September	15 yr. 4 mo.

NUMBER OF PUPILS IN MALDEN HIGH SCHOOL, DECEMBER 1952

Course	*10*	*11*	*12*	*Total*
General	278	225	235	738
College	121	86	76	283
Scientific	35	30	28	93
Commercial	95	90	64	249
Post Graduates	—	—	—	1
Special	—	—	—	—
Totals	529	431	403	1364

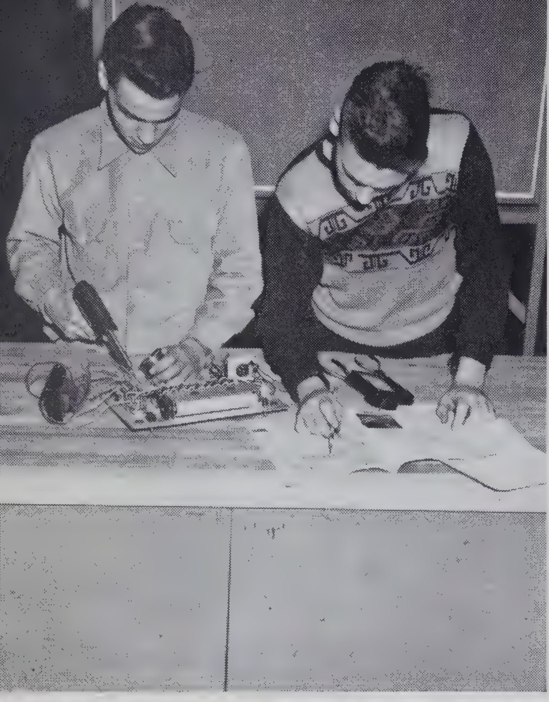
STATEMENT OF APPROPRIATIONS BY THE SCHOOL COMMITTEE

	1951	*1952*
Instruction	$1,243,506	$1,353,679
Operation	169,341	172,309
General Control	33,568	36,700
Maintenance of Plant	34,172	33,235
Auxiliary Agencies	20,429	26,635
Miscellaneous	8,383	8,735
Adult Civic Education	4,735	3,781
High School Athletics		6,130
Exclusive of Vocational Education	$1,514,134	$1,641,204
*Vocational Education	56,840	64,179
Total Appropriation	$1,570,974	$1,705,383

* Partial reimbursement from the Commonwealth of Massachusetts and from the Federal Government is received by the city for the total expenditures made for Vocational Education.

NUMBER OP PUPILS TAKING THE DIFFERENT STUDIES IN MALDEN HIGH SCHOOL, DECEMBER 1952

Subject	*10*		*11*		*12*		*Total*		*Grand Total*
	B	G	B	G	B	G	B	G	
Accounting	—	—	—	—	8	18	8	18	26
Aeronautics	—	—	—	—	54	2	54	2	56
Algebra I	13	6	11	4	6	2	30	12	42
Algebra II	5	—	90	53	16	3	111	56	167
Band	27	15	12	5	9	—	48	20	68
Biology	38	29	—	1	44	74	82	104	186
Blue & Gold	—	—	6	11	4	5	10	16	26
Bookkeeping	5	96	16	60	—	—	21	156	177
Chemistry	—	—	86	72	11	5	97	77	174
Commercial Geography	5	96	—	—	—	—	5	96	101
Domestic Arts	—	99	—	47	—	40	—	186	186
Electricity & Mechanics	—	—	15	—	4	—	19	—	19
Element'y Music Theory	—	—	4	3	4	2	8	5	13
English	251	281	219	243	200	225	670	749	1419
Freehand Drawing	8	17	4	5	3	10	15	32	47
French	76	57	64	80	44	55	184	192	376
Gen'l Business Practice	—	1	29	52	17	11	46	64	110
General Mathematics	64	24	11	3	6	2	81	29	110
German	20	5	24	11	11	13	55	29	84
Health	—	—	8	34	15	31	23	65	88
History (Anc. & Med.)	154	125	8	3	2	—	164	128	292
History (Mod. Eur.)	—	—	135	123	14	10	149	133	282
History (U.S.)	—	—	53	75	132	155	185	230	415
Latin	64	58	20	32	19	34	103	124	227
Law & Economics	—	—	—	—	27	71	27	71	98
Maldonian	—	—	8	15	9	15	17	30	47
Manual Training	73	—	23	—	21	—	117	—	117
Mechanical Drawing	20	—	11	—	8	—	39	—	39
Meteorology	—	—	33	2	14	2	47	4	51
Music Appreciation	—	—	13	16	10	28	23	44	67
Office Practice	—	—	—	—	1	47	1	47	48
Orchestra	14	7	7	5	5	4	26	16	42
Physical Education	221	267	139	151	98	135	458	453	911
Physics	—	—	—	—	70	15	70	15	85
Plane Geometry	93	55	8	2	8	4	109	61	170
Printing	26	—	16	—	2	—	44	—	44
Radio	—	—	—	—	9	—	9	—	9
Radio Laboratory	—	—	—	—	5	—	5	—	5
Review Mathematics	—	—	—	—	37	7	37	7	44
Science (Int.)	65	14	9	3	5	3	79	20	99
Solid Geometry	—	—	—	—	32	5	32	5	37
Stenography	12	193	12	122	3	79	27	394	421
Trigonometry	—	—	—	—	32	5	32	5	37
Typewriting	12	193	12	122	3	85	27	400	427
Type "A"	3	12	4	17	—	10	7	39	46
Type "B"	—	—	—	—	3	15	3	15	18



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IAT *Your* SCHOOLS ARE DOING

A Good One Each Day
FRUIT
CEREAL OR EGG OR BOTH
BREAD AND BUTTER
MILK

MALDEN
MASSACHUSETTS

1953

WHAT *Your* SCHOOLS ARE DOING

The Annual Report for 1953 of the Public Schools, continues our policy of showing pictorially WHAT Your Schools Are Doing.

• MALDEN, MASSACHUSETTS

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UNIVERSITY OF ILLINOIS

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1953

Report of the School Committee

To His Honor the Mayor and the City Council:

The report of the Chairman of the School Committee is hereby submitted for the year 1953:

During the year much thought and consideration were given by the Committee to two pressing problems; namely, making provision for handling anticipated enrollment increases over the next few years in several elementary schools and making provision for the elimination of inequities in the salaries of school personnel.

To reduce overcrowding in some elementary schools and prevent it in others, the Committee decided to discontinue for 1953 the under-age testing program that was inaugurated in 1949. To cope with anticipated overcrowding in the Daniels School, a recommendation was made to the Mayor and City Council that a ten-room addition be built as soon as possible.

To eliminate inequities that have existed in the salaries of school personnel for the past eight years, the Committee made provision in their 1954 budget for the placing of all employees on their salary range, effective July 1, 1954, at the point where their professional training and years of service entitled them to be. In addition, as a step towards retaining experienced personnel and as a reward for faithful and loyal service, provision was made in the budget, also effective July 1, 1954, for the payment of a length-of-service increase amounting to one increment in the salary range of personnel who have completed fifteen years of continuous service in our system.

During the year construction was started on the new Linden School which is expected to be ready for occupancy at the time school begins in September, 1954. It is hoped that the building program will be extended and steps taken to replace some of the older existing structures with new and modern buildings.

It is to be noted that His Honor the Mayor and the City Council have continued their program of making repairs to school buildings and modernizing lighting and plumbing facilities.

I extend my thanks to the Superintendent of Schools, members of the School Committee, Mayor Lamson, and the City Council for their assistance and cooperation during the year.

Respectfully submitted,

Thomas J. Kelleher
Chairman of the School Committee

December 30, 1953

* * *

Deaths and Retirements

FREDERICK A. CAMPBELL

On December 1, Frederick A. Campbell, a teacher of Industrial Arts at the Browne Junior High School, passed on after 27 years in our service, leaving a host of friends gained by his kind and friendly personality.

Two teachers and three men of the custodial staff retired after many but varying years of service:

Henry E. Batchelder, — *head of Mathematics Department,* High School

Evelyn L. Moore, — High School, Commercial Subjects

Henry L. Cragen, — fireman, High School

Moses H. King, — building custodian, Central Office

Leo J. Leary, — building custodian, Emerson School

To these persons the City owes a great debt of gratitude for devoted service over a long period of years to the youth of this community.

Annual Report of Superintendent of Schools

To the School Committee and Citizens of Malden:

Again we have chosen the pictorialized form of Annual Report to tell the story of the year's work for 1953. This is the eighth such report by the present Superintendent of Schools and the eighty-seventh in the series by superintendents of schools.

This year somewhat more coverage in picture and word is going to the Art and School Health Departments in keeping with our policy of emphasizing annually in these Reports particular segments of the school system; last year we told at length of the activities of the Music Department and the Vocational High School.

The revision of our courses of study in the fields of elementary Science, elementary Language Arts, and junior-high Mathematics is proceeding satisfactorily and should be completed in time for their being mimeographed for trial use during the 1954-55 school year.

Perhaps the outstanding achievement of the year 1953 was the action of the School Committee in voting to place every employee on that point on the salary schedule, effective on July 1, 1954, at which his training and years of experience would entitle him. In addition the School Committee voted to give to each employee who has had 15 consecutive years of service in our school system an additional normal increment. These two steps have already greatly heartened the morale of our personnel.

The new Linden School should be ready for occupancy when schools reopen in September and give much-needed relief to unsatisfactory school-housing facilities now existing in that area.

The administrative and supervisory personnel renew their previously-extended invitation to all interested citizens to visit any of our schools and see how our pupils are taught. These are YOUR schools!

Chester W. Holmes
Superintendent of Schools

December 31, 1953

Administrative and Supervisory Personnel

Superintendent of Schools

CHESTER W. HOLMES

Administrative Assistant to the Superintendent of Schools

T. RICHARD KELLIHER

Principals

High School—JOHN B. MATTHEWS
Vocational High School—JAMES A. BOOTH
Beebe Junior High School—WINTHROP L. WEBB
Browne Junior High School—WILLIAM J. SULLIVAN
Lincoln Junior High School—JAMES A. CRONIN
Ayers School—MARGARET E. WALSH
Belmont School—THOMAS F. COSGROVE
Browne Elementary School—WILLIAM J. SULLIVAN
Daniels School—WILLIAM E. RITTERSHAUS
Emerson School—KATHERINE E. WHIDDEN
Faulkner School—CHARLOTTE DANOFF
Glenwood School—WILLIAM T. BENTLEY
Leonard School—HELEN T. DILLON
Lincoln Elementary School—JAMES A. CRONIN
Linden School—MARY O'NEIL
Maplewood School—ALICE E. HERBERT
Pierce School—THOMAS S. FEELEY
Central Evening School—MORTON H. WIGGIN

Directors

Adult Civic Education—CHARLES A. ROSSITER
Art—M. ADELIA JOHNSON
Guidance—HELENE MOORE
Health—MARY E. SPENCER
Music—HERBERT H. SILVERMAN
Physical Education (Boys)—WILLIAM J. DEMPSEY
Physically-Handicapped—DOROTHY E. BLAKELEY
Special Education—EDITH H. SNOW

Heads of Departments

Physical Education (elementary)—DAVID I. WALSH
Testing—ARLINE J. WALTON

New Staff Members

FOR THE 1953-1954 SCHOOL YEAR

High School

Chester W. Santilli
Counselor
Louis Ciarfella
Mathematics
Edmund D. Twomey
Grade Six
Elizabeth B. Hill
French
Dorothy I. Driscoll
Stenography and Typing

Beebe Junior High School

Marion Bothwell
English
Philip C. Young
Music
Ruth E. Collins
Grade Six
Elizabeth Mulcahy
Business Arithmetic and Typing
John F. Parrell
English
Gilbert S. Mello
Science

Browne Junior High School

Panora Ladas
Music

Lincoln Junior High School

Lorraine Gershater
Art
Francis F. Scannell
Science and English

Ayers School

Margaret A. Buckley
Grade One
Barbara A. Gould
Grade One
Nathalie J. Dorman
Grade Two

Belmont School

Myra McLoughlin
Grade Three

Browne Elementary School

Leonora Millett	Grade One

Daniels School

Joan T. Mahoney	Grade One
Henry J. Hurley	Grade Three
Louise F. Hamilton	Grade Two
Rita Trabucco	Grade One
Louise F. Yates	Grade Two
Margaret G. Smith	Grade Five

Faulkner School

Irving A. Krutter	Grade Five
Elaine F. Butler	Grade Five

Glenwood School

Judith N. Shapiro	Grade One

Leonard School

Jeanne Travalini	Grade Four

Lincoln Elementary School

Arthur A. Dawson	Grade Five
Mary H. Connors	Grade One
Alice N. Fahy	Grade One

Linden School

Phyllis M. Berardi	Grade One
Edward A. Darragh	Grade Five

Maplewood School

Jane Cliggott	Grade Three
Ronald G. Marcovitz	Grade Five
Elizabeth A. Springer	Grade Six

Pierce School

Mary Louise Murphy	Grade Two

Music Department

Helen V. Barrett
Vocal Assistant
Guido Simone
Instrumental Assistant

Department for the Physically Handicapped

Judith E. Dunn
Speech Therapist

Annual Substitutes

James D. Kierstead
Paul P. Callahan

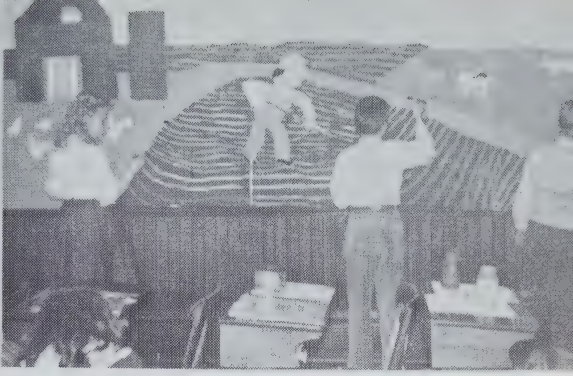
A scribble takes form.

Art

Art a 'part', not 'apart', is the theme for our art program which concerns itself with the development, continued growth, and enrichment of personality. It stresses the work of the individual and his capacity of growth through initiative and independence of thought; participation in creative activities; development of the ability to plan, assume responsibility, and carry his undertaking through to a successful completion.

The child-artist will have neither the professional artist's skill nor the adult's point of view. Children's work should be judged accordingly. The object is not to master skills, but to use skills to satisfy the expression of thoughts or feelings.

Teacher-pupil planning.



Above Right: A farm unit correlating health, being created.

Above Left: Typical art activity.

The fun is doing something different.

Below Right: The desire to explore, discover, and invent.

Below Left: Group participation — practical art experiences, decorating attractive flower containers.

Children are store houses for imagination.

To provide the values of real art experiences for the boys and girls in our schools is an objective worthy of our best effort. There is perhaps no better method than the unit plan, by which groups of students work out a special project. This method develops right ideas of liberty and respect for others and trains children to give and take constructive criticisms.

The junior high school is a transition between the elementary and the high school where students receive specialized training to guide and encourage their growth through art experiences.

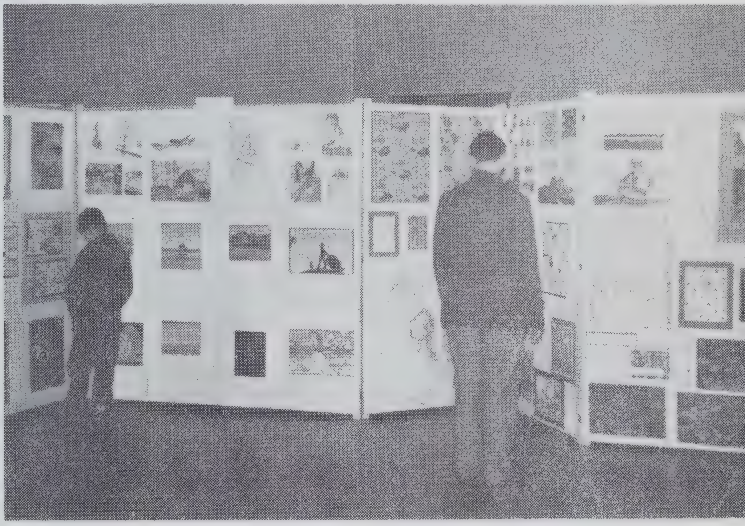
The aim in the senior high school is not to develop artists or craftsmen but rather to build on a foundation of thoroughness.

Art expressions appear as part of many subjects. This combining of art with other school-work is the generally accepted procedure in education today, and in our schools almost all subjects are so integrated.

Below Left: Boys, too, are interested in arrangements.

Below Right: Experimenting with three D's.

Class participation — "Art for all."



Students enjoy having their work exhibited to the public.

High school students prepare for Prom "Paris in April" in a 'big' way.

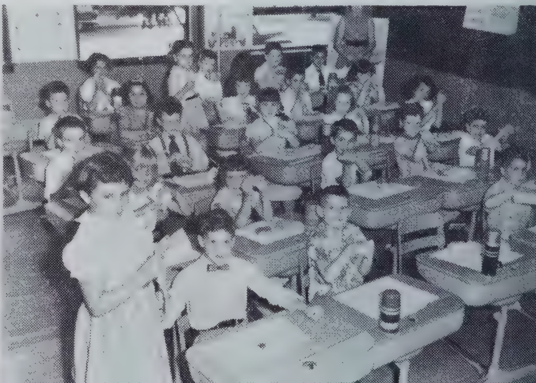
School Health

"Yes, we are growing!" — the quarterly weighing day.

In the Malden Schools Health is considered much more than a subject to be taught. Here, Health is a school policy. From the time the pupil enters school in the morning until he leaves for home at the end of the day, his health in all its aspects is a concern of his teachers. Through their continuous observation for any deviations from normal well-being, and through their maintenance of healthful conditions in the classroom, a regime of healthful living is provided for the pupil.

Below Right: Making the best of the situation: handwashing in a primary grade.

Below Left: The school nurse in her capacity as liaison officer between the school and the home: Interpreting the health program to the parent.



Above Left: Extension of the School Environment: Class observing methods of food preservation at a local market.

Above Right: The inside story: a class studying body functioning.

The required health and dental examinations by family physicians, the health screening by the school nurses, and the periodic weighing and measuring by the teachers with subsequent health counseling help to guide pupils toward the correction of any existing defects and the attainment of optimal health. On this foundation of Healthful Living and Health Guidance we build our Health Instruction Program.

Our health teaching program is functional—it is based on the needs of the pupils. And in health the pupil has many needs. He needs to know how to build good physical, mental, and emotional health for himself; he

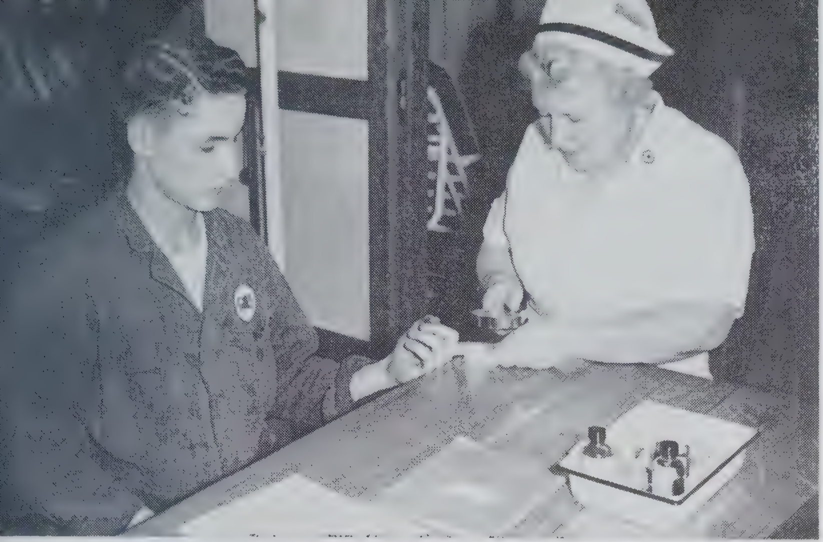
Milk gives us many things: Butter-making in Grade I.

needs to know how to avoid illness and accidents. He must know the difference between an adequate and an inadequate diet and how to be well nourished on a limited income. He must know how to meet his Health responsibilities as a family member, as a worker, as a parent and as a citizen. For this purpose he receives instruction in nutrition, safety, emotional hygiene, sanitation and communicable disease control, community health problems and family living at all levels from primary school to senior high school.

In our schools we actually implement our slogan "Health in Education, and Education in Health."

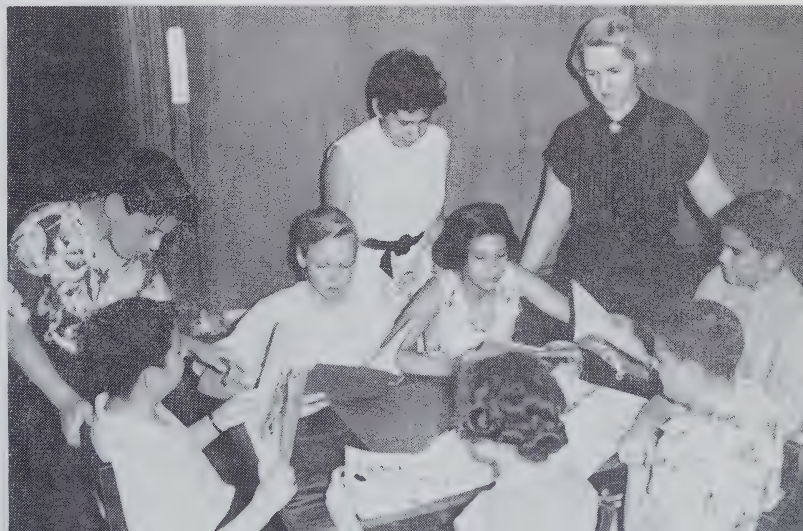
Good hearing is essential for school achievement: here is a group audiometric test.

We are widening our health horizons: here we are building our farm.



At Left: Safety at all times: in an emergency the best of care.

Above: A senior-high-school health class: Individual counseling.



At Right: Citizen health responsibilities: Group planning for a healthier community.

Junior high school boys and girls enjoy singing, as can be noted in their happy faces.

Music Education

Throughout the ages, man has found music to be essential in voicing his own innate sense of beauty. Music is not a thing apart from man; it is the spiritualized expression of his finest and best inner self.

There is no one wholly unresponsive to the elevating appeal of music. If only the right contacts and experiences are provided, every life can find in music some answer to its fundamental need for aesthetics and emotional outlet. Education fails of its cultural objectives unless it brings to every child the consciousness that his own spirit may find satisfying expression through the arts.

Our schools offer every child opportunities for varied experiences in music. As educators we believe that music plays a major role in leading mankind to a higher plane of existence.

To offer every child these music experiences, a program has been set up in our schools which involves five basic musical activities:

1. Singing
2. Playing
3. Listening
4. Dancing
5. Creating

Below Left: Interest in Music is sustained through the intermediate grades through glee clubs.

Below Right: Children get their music interest through participation in the rhythm band.

High School Junior discusses his educational objective with father, mother and guidance counselor.

Guidance

Guidance in the Malden Schools is a service designed to help children adjust to the social routine of school life; to authority which is friendly but essential for happy group living; and to their own limitations and attainments.

There are five different phases of guidance program. Through the individual inventory, the guidance counselor finds out all possible information about the pupil in order to help the child. A cumulative record, containing scholastic records, testing information and other pertinent data is available not only to the guidance counselor but to all teachers interested in the child's welfare.

Vocational and educational information needed by the child to fit himself for his proper place in society is provided, sometimes in group classes and sometimes to the individual pupil.

One of the most important parts of the work is individual counseling, which is assisting the child and its parents to recognize their personal, educational, or vocational problems and to aid in the solution.

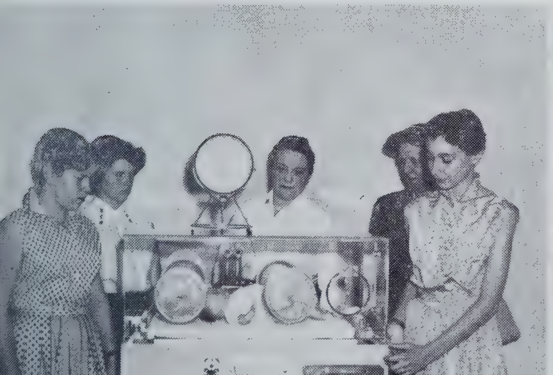
Placement service, assisting in securing part-time or permanent employment is a part of the high school program and includes educational placement.

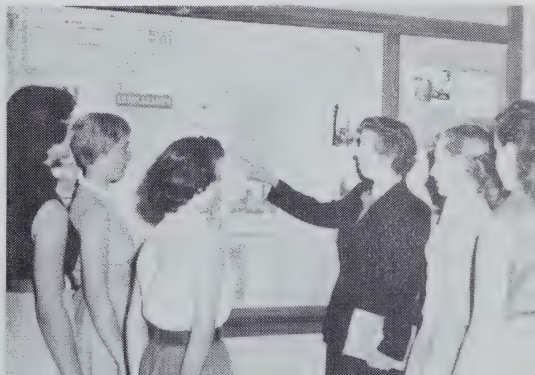
To keep in touch with the individual pupil after he leaves school is called by guidance workers "follow up".

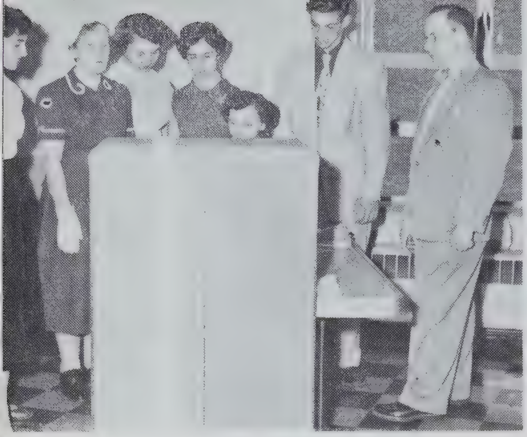
On the elementary level, the guidance program is largely the responsibility of the principals and teachers who work directly with the children, helping them to work to their capacity, through intelligent understanding of their abilities and needs.

Below Left: A visit to the Malden Hospital helps these Junior High girls to explore career opportunities in the field of nursing.

Below Right: The Dean of Girls makes known scholarship opportunities.







Above Left: Junior High commercial students see banking operations.

Above Right: Pre-Christmas training in retail selling classes leads to actual work experience in Malden stores.

Each Junior High School has a full-time guidance teacher. Grade seven pupils meet once a week in a program of orientation. In grade eight, group guidance classes give an introduction to one's interests and aptitudes, through the use of a standardized interest inventory, and the study of occupations and occupational information. Tours of the banks and Malden Hospital are a part of the program, together with visits to local industries through the cooperation of the Malden Chamber of Commerce. Much help is also given to course selection for high school.

The High School has a full time counselor and a dean of girls who continue the formal program of counseling. Results from a standardized battery of tests administered under the auspices of Boston University give much pertinent data. Group and individual conferences, relative to college selection, scholarship opportunities and future careers, are supplemented by a monthly series of educational and vocational conferences, arranged by Mr. Roland Darling of Northeastern University. All placement is handled through the guidance office.

Opportunities for older young people and veterans who wish to secure high school credits are available in the Evening School through a program closely coordinated with the Malden High School and the State Department of Education.

Junior High Students visit industrial plant under auspices of Malden Chamber of Commerce.

Our Reading Program

Literature is a wonderful stimulant for speaking, writing, listening, and reading. Children learn to read by reading, so the more enjoyable reading they do, the better readers they become. The school is in a very favorable position to extend the experiences of children through literature—solidifying the foundations for literary appreciation throughout the child's life.

Reading is fun; and entertainment and enjoyment are legitimate and desirable ends of literature reading. We don't want the so-called practical goals to crowd out literature reading. Good literature teaches without superfluous moralizing.

So that children will become aware of the great literary heritage of the past and present, a well-planned literature program is arranged by all teachers. Children and literature are brought together through the following:

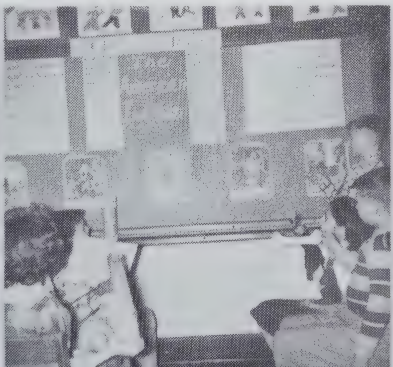
1. Free personal reading.
2. Guided group reading.
3. Home reading.
4. Reading aloud.

We are alerted to the need for a rich, balanced literature program. Children enjoy a balance of old and new literature. *Folk* and *Fairy Tales* are literary masterpieces which portray life—its humor and pathos, its poverty, riches, and wisdom.

Below Left: Reading Readiness is an important phase of our reading program. These children are trained in auditory and visual perception before they are required to read the symbols. Every child should find the experience of learning to read a highly enjoyable one!

Below Center: In higher grades children find success in the content field since reading is the keystone of all other subjects. Education must be synonomous with life. Reading must be vital — alive — and comprehensive!

Below Right: We teach vowel sounds when we teach reading. Since one hundred percent of all syllables in the English Language contain a vowel sound, we consider this wisely when we teach the sounds to children.



Above Right: Johnnie likes to hear the teacher read stories of Indians. Then the children construct Indian villages and learn as they live happily together.

Above Left: These children have books on Indians that are interesting and readable. Later they will tell a story of Indians to the rest of the class. The others — not seen here — are writing Indian stories and drawing pictures.

Above Center: These third grade children do some research on Indian life. Books tell the stories and the children enjoy assembling an Indian village as they learn to read better as they have been motivated by a choice selection of books which are always near at hand. All classrooms have attractive libraries where children are free to browse or do intensive reading.

Children enjoy the new *Fanciful Tales* of magic. These modern fanciful tales, in a modern setting, have the same qualities as the old *Folk* and *Fairy Tales*. These tales begin realistically but quickly merge into astonishing, unbelievable adventure that catches the fancy of all boys and girls.

Then there are the Animal Stories that thrill children at all grade levels. Give them various *Adventure Stories* of real life with a meaty plot and vivid details.

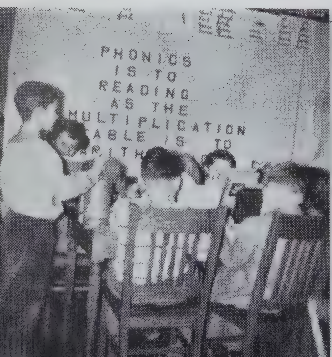
Biographies encourage children to have faith in others and in themselves. Also *Historical Fiction* has attracted many of our writers as they recreate the historical knowledge at the readability levels of all children. Our girls and boys learn about *Children* of *Other Lands* as they read about the customs and ideals of our world neighbors.

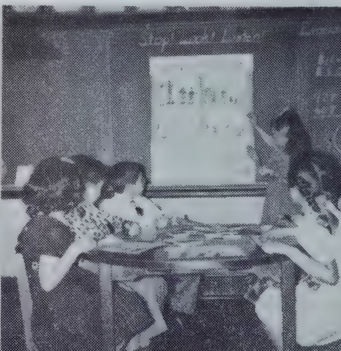
Poetry has certain qualities which are inherent in children themselves so poetry appeals to the senses beyond any other kind of literature. Children need a carefully-planned program of guidance before they can achieve the breadth and depth of interpretation in literature reading.

Below Left: Phonics is to reading as the multiplication table is arithmetic. We teach only functional phonics in Malden. The sounds are taught as a means to reading. Meaningful reading lends enjoyment to these grade children.

Below Center: The first grade children find success as they have a good foundation in reading. Phonics are taught in grade one, and reviewed in grades two and three. We in Malden are new-fashioned enough to teach phonics.

Below Right: These children read experience charts and keep the current events before the class for all to enjoy. Each child has a chance to illustrate his daily news. Today's reading keeps up with the times!





A good cook in every home.

Department of Special Education

It is now believed that the non-academic child has a contribution to make to the world in which he lives, and the primary purpose of special education is to help him to realize these possibilities. Education for this child is no different in its aim than for all children. To teach him to live better, to teach him to use all of his capacities, and to make a satisfactory contribution to society-that is the justification for, and the purpose of true special education.

The program is an inclusive one, beginning when a child is placed within the department and continuing as long as he has a need, attempting to prepare him for many possible life situations. In this manner it seeks to provide a schooling that is challenging and helpful, and goals that give his life meaning.

Good mental health is fostered in this atmosphere, beginning with the teacher's attitude and understanding of the child's needs, and finding its expression in every activity of the day, in which he is helped to live socially with other people and to contribute his bit to the total welfare.

No restriction is placed upon the academic experiences in which he shares, except that which is indicated by his own level of understanding, and the general need for it in adult life as well as its possible contribution toward the development of a happy childhood.

Below Left: One way to stretch the budget.

Below Right: Voices lift in song.

Home lessons can be a happy, profitable experience, as the smile on the face of this junior high school girl reveals.

Education for the Handicapped Physically

This department offers the parents of Malden a most comprehensive program that meets the needs of every physically handicapped child on an individual basis.

We are dedicated to that part of "The Bill of Rights for the Handicapped Child" which reads:

> "The handicapped child has a right:
>
> To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable.
>
> To be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it."

Home teachers will help your child continue his education while he is ill.

A hearing-conservation teacher offers lipreading, auditory training, educational help, and speech therapy for your child if he has a hearing loss, and lipreading and auditory training for adults at Evening School.

Two speech therapists work individually with those children who are handicapped by defective speech.

Special services and adjustments for partially-sighted children include large type books, adjusted curricula, individual tutoring, placement in sight-saving classes, and braille instruction.

At all times, the director welcomes the chance to advise and help all parents in planning for their child's education.

Below Left: Corrective speech therapy teaches this pupil to overcome a speech defect.

Below Right: Partially-sighted girl learns to read and write braille, using a braille writer donated by the Malden Lions Club.

Above Left: Dancing is physically wholesome and socially sound.

Above Right: Volleyball — playing with others offers opportunity for acquiring acceptable social behavior.

Elementary Physical Education

From the point of view of growth development and the need for physical activity, the elementary school years are more important than any other in the life of the individual. The elecentary school must enable the pupil to grow wholesomely.

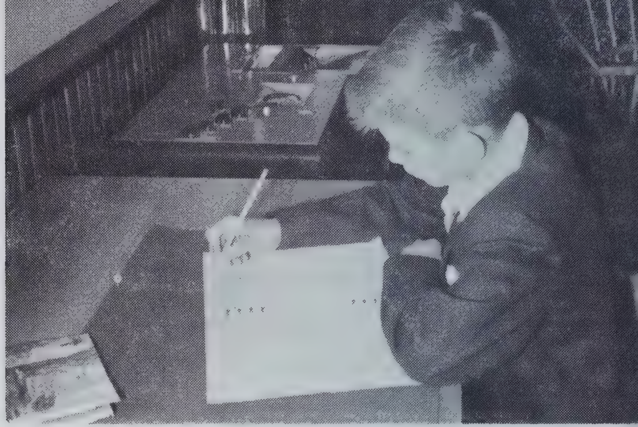
It is our aim to have every pupil enjoy good health, to develop good social and moral standards, to gain self-confidence and other desirable qualities through participation in physical activities.

The scope of the physical-education program was increased this year to include folk and square dancing for all our pupils. This added feature had a profoundly-good effect upon the social and physical development of our boys and girls.

Our intramural program of games, dodge-ball, volley-ball, and kick ball, is a desirable, healthy, and invigorating experience for our pupils. It is controlled under the careful and skillful direction of our principals and teachers.

Below Left: Singing games and dances make important contributions to the rhythmical development of our pupils.

Below Right: Kick-ball — a physical activity that aids in making good sports and promotes teamwork.



Testing

Individual tests are basic to understanding some problems. •

The program of using standardized tests exists that those engaged in teaching and guiding your children may have as much information about all aspects of our pupils' total personalities as possible.

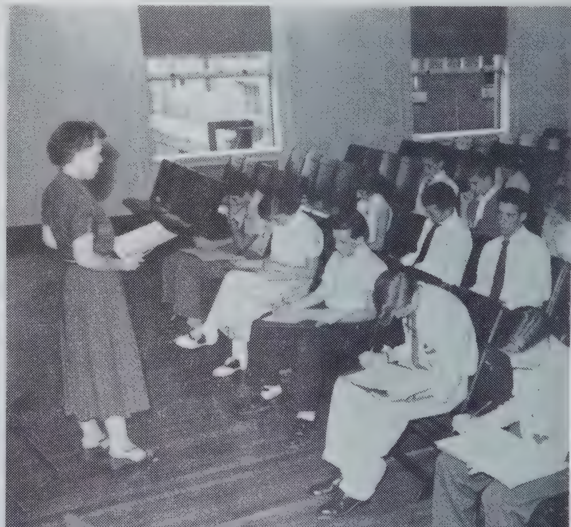
Five areas of testing, occuring at planned intervals throughout your child's school life in Malden, give us this information:

1. Achievement tests—how much has each child learned; what does he do best and where does he need help?
2. Intelligence tests—to what extent can a child learn, both leaders and followers are necessary in democratic living?
3. Aptitude tests—in what areas does a child do best, the ability to work with one's hands, or use one's brain varies with each individual?
4. Interest tests—what are the things which are most interesting to do, what appeals most to each boy or girl?
5. Personality—what traits of character does each child have?

The results of these tests are kept as a permanent part of each child's school record, so that we not only help him achieve the greatest success possible as he goes along, but have enough complete information to wisely help him plan his future education or vocation.

Below Left: Grade 3 boys and girls like to show how much reading and arithmetic they have learned.

Below Right: By finding out their abilities, pupils will plan how to combine these with their interests.



Curriculum Review and Revision

Education is *not* a static process. A school system either moves forward with the stream of Life; or it slowly, perhaps imperceptibly, loses way and ceases to challenge youth. One of the principal ways of its ceasing to be effective is for it to keep its program of studies untouched by the changes which are taking place in society.

We believe our courses of study should be kept continually abreast of the times; and so in 1952 we began to review and revise our courses. In that year our elementary teachers completely revised the course in arithmetic, working long hours after their teaching day had closed. The course they created has had most favorable reaction from experts in that field across our country, and we are very proud of the course.

Then this year we have under revision in the elementary schools the courses in language arts and science, and in the junior high schools the course in mathematics (arithmetic and algebra). We expect to have them all approved for use in the 1954-55 school year.

Each year will see the revision of the various courses going ahead progressively from the elementary schools through the senior high school. In 1954 we shall begin the revision of the social studies (history and geography) in the elementary schools, of the language arts and science in the junior high schools, and of mathematics in the senior high school.

A course of study really needs continuous review and revision if it is to be of real service to our pupils. Similarly maps, globes, and textbooks need to be kept up to date. It is an absurd situation when a school system is using textbooks whose copyright dates are fifteen to twenty years old; we should not permit this in our schools.

Understanding the customs of other people is a vital part of the social studies program.

Our Elementary Schools

Yes, we *do* teach the 3 R's! Yes— in spite of all you read to the contrary from time to time. We don't teach them by the same methods that our pupils' parents learned them; but we do teach them—and effectively, too. Look at the pictures on this page and the next, and you will see clear-cut evidence that we do teach them.

Let's take the first R—Reading. We teach it continuously from the first grade. In addition to Reading's being taught in each classroom, we have a staff of reading specialists who have designated school-buildings to visit daily to assist the regular teachers in working on problem cases. We honestly feel that our schools are doing a fine piece of work in this field.

Now let's take the second R—'ritin'. For several years we have been using the Rinehart System of handwriting, with marked success, through our first eight grades. The founder of the system comes himself once a month to work with our teachers on the best methods of teaching this subject and to help them help their pupils who appear to be having handwriting difficulties. Visit our classes, and note the handwriting!

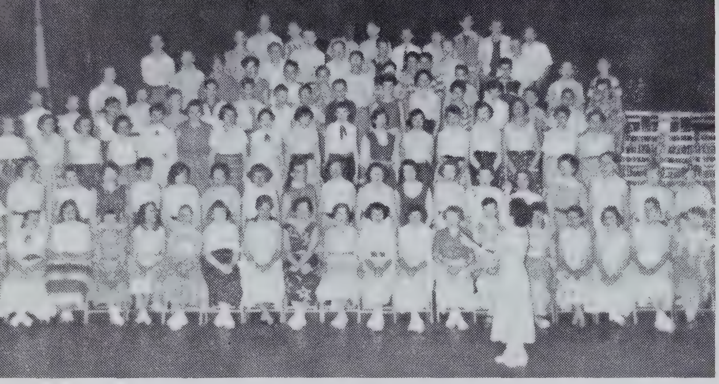
Self-expression in art is encouraged in the early grades.

The study of science knows no grade limitations.

And finally the third R—'rithmetic. Two years ago we completely revised our course in Arithmetic and developed a program that has won high approval *across the country*. Many cities *have bought* from us our Course in Arithmetic for the Elementary Schools. One Catholic diocese in Wisconsin took it lock, stock, and barrel—without *one* change. Great credit is due our energetic teachers who prepared the course by working on it long hours after their regular teaching day.

But in this day and age the 3R's are not enough! We also teach science, history, geography, health ,art, and music. We do not want our boys and girls to have a limited education; rather do we want them to know much about many of the things with which they will constantly come into contact in their daily lives as they grow older. "Knowledge maketh a full man." We give them a thorough grounding in the subjects they will continue to study in the junior high school and in either the senior high school or vocational high school.

This is one of our many elementary school glee clubs.



Group singing has an important place in junior high school life.

The Junior High School

In our junior high schools the pupils promoted from the elementary schools will continue meeting these old friends—arithmetic, oral and written English, spelling, grammar, literature, history, geography, health, science, art, and music. But they also meet new subjects—foreign languages (French and Latin), algebra, typewriting, business arithmetic, woodworking, home economics, and physical education.

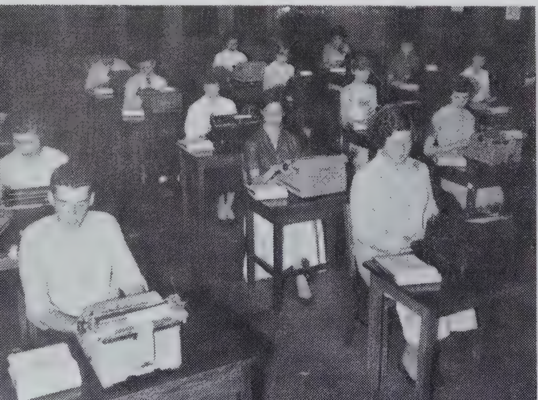
By the time they reach the eighth grade they are ready, with your help and that of their teachers and guidance counselor, to choose which foreign language they would like to study, or whether they would prefer the commercial subjects. Some of the boys and girls like to spend considerable time in the shops or homemaking laboratories; this they may do.

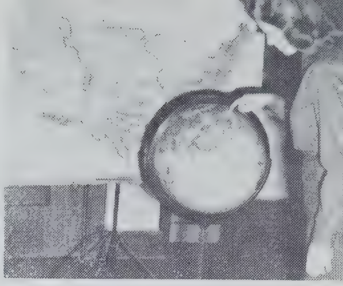
When they are ready for the ninth grade, they may choose more narrowly with which of those subjects they prefer to spend more time; and again they—and you parents—have the valuable advice and suggestions of their teachers and the counselor; but you parents have the last word as to their final choices.

The three years the pupils spend in Grades 7, 8, and 9 of the junior high school are really transition years; they cover the period of adjustment from the one-teacher organization of the elementary school to the many-teacher program of the senior high school, to which they are now ready to go. They have been maturing during these years and should have no difficulty in adjusting themselves to the wider scholastic offerings and extra-curricular activities of the larger school.

Below Left: Typing is a basic subject of the commercial course.

Below Right: In our junior high schools the girls are taught how to make their own clothing.




We study maps and history books and Mary Daniels points out different spots on the globe which are under Communist jurisdiction.

The Senior High School

The senior high school offers five different curricula to meet the needs of the junior-high pupils coming to it: College A, College B, Scientific, General, and Commercial.

College A is a thorough preparatory program for college entrance, with Latin carried in each of its three years. College B, too, is a thorough college-preparatory program, but with modern languages offered although Latin may be continued also.

The Scientific course prepares students primarily for engineering schools and naturally places emphasis upon the mastery of mathematics, physics, and chemistry, with both French and German offered.

Some students prefer the less-restrictive offerings of the General course to prepare them for college entrance; many of these seek admission to state universities, teachers colleges, and other colleges whose admission requirements are somewhat broader and more elective than those of the "old line" colleges like Harvard, Yale, Princeton, Dartmouth, Amherst, Williams, or Bowdoin.

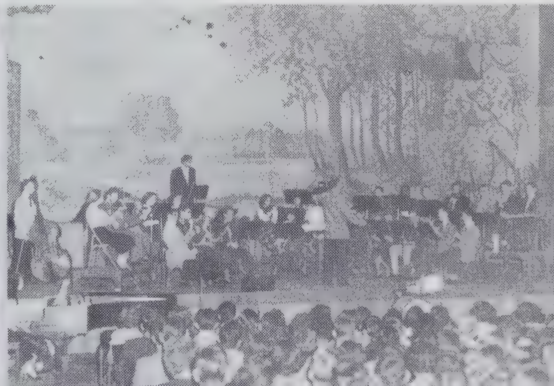
Other students, who know definitely that they are not going to college, like the General course because of the wide variety of courses it offers them for a truly-general education. Art, music, shopwork, or home economics may be elected for as many as ten periods a week (two periods daily.)

For girls particularly the Commercial course offers strong courses in Shorthand and Typewriting, office machines, bookkeeping, accounting, commercial law, general office practice, and other subjects allied to the business field.

No boy or girl need leave our senior high school without having received thorough instruction in the subjects of his or her choice. What the boy or girl has put into the course chosen will determine how much he or she will have got out of it by the date of graduation.

Below Left: Dr. Asherman explains to his third-period German class something about old German drama.

Below Right: The school orchestra entertains at annual spring concert — notice the background for the music.



Vocational Education

There was once a day when there were sent to the vocational schools of the country only the disciplinary problems of intellectual misfits of the school systems. Happily the day has long since passed.

Our Vocational High School requires for admission the completion of a junior-high-school course as basic. Through the administration of aptitude tests to prospective students, the Director of the School can select for admission among the applicants those who are most likely to succeed. Make no mistake about it: vocational education requires brains! The notion that brawn alone is sufficient is much out of date.

The four trades taught in our Vocational High School—auto-repair, electrical, machine, and sheet-metal—are in the hands of tradesmen with years of experience. At the end of the three-year course no boy who has done his assignments acceptably will be without a job; our graduates are in steady demand. In fact one of our real problems is to hold the boys till they actually graduate because so many receive tempting offers from industry.

Coupled with the shop training is the so-called *related* work—the mathematics, the science, and the mechanical drawing that go with the work performed at the bench or on the machine. Nor is the English or History and Civics neglected, for we feel that basic to success in *any* field of endeavor is the ability to read, write, speak, and spell correctly and to know the history of our country and what constitutes loyal citizenship.

* * *

Creative activity at its very best is demonstrated in this Art class.

Central Evening School

Adult Education is a dynamic force in American life today. To keep human progress in existence while we are training students to make it better, we must have a continuous educational process. Since the proper functioning of our democratic way of life depends upon the maintenance of an alert, intelligent, and well-informed citizenry, Central Evening School offers a medium through which educational interests of adult people may be surveyed and courses offered which best meet their various needs.

Much of the work of the school is based on the project method and individual instruction. In classes of Woodworking, Sewing, and Art, the pupil brings in a project of his own selection and then plans and completes it under the expert guidance of the teacher. Recent installation of fluorescent lighting in the sewing rooms enable the classes to meet under ideal conditions.

Classes in Bookkeeping and Accounting, Mechanical Drawing, Income Tax, and Business Machines are sufficiently small to permit the individual

A popular woodworking class where individual projects are worked out under expert supervision.

A class, learning the fine art of making clothes, busy with low cost projects for themselves and their families.

pupil to progress at his own rate of accomplishment. Valuable secretarial training may be gained in the Typing and Stenography classes, where grades of instruction are provided for the beginner, the advanced pupil, and the pupil who desires to excel.

To enable adults to continue in school, Central Evening School provides instruction from Grades Four through Eight and presents diplomas to graduates. Also provided are unit secondary-school courses in English, History, Mathematics, and Science, which are acceptable to the State Department of Education towards an Equivalency Certificate and, with the principal's approval, towards a high-school diploma. A plan is now under consideration to permit the completion of two secondary units per year instead of the present one.

For cultural improvement, courses in Conversational French, Speech Improvement, Law for the Layman, Community Music, and Drama have been offered during the year. Through Central Evening School, Malden has the distinction of being the first city in the Commonwealth to introduce First Aid instruction in its public schools; and classes are available for beginners, advanced pupils, and instructors. For persons with hearing deficiency, there are classes for beginners and advanced pupils in lip

An interested group of Chemistry pupils working for credits towards high-school graduation or entrance to schools of nursing.

Adult Civic Education

One of the simplest and easiest ways for a foreign-born person to gain American citizenship is for him or her to enroll in our Adult Civic Education program. The Director will be happy to arrange an *individual* program for any persons who desire to become citizens. The Director can be reached by telephoning the High School (MA 2-3620) for an appointment.

Classes are held in the daytime as well as evenings. Housewives find the afternoon hours convenient while those employed during the day may take advantage of the evening classes. These classes prepare students for the actual citizenship examinations which are held in Boston by the United States Immigration and Naturalization Service.

Malden has a proud boast: No one who has taken the full citizenship course has failed to obtain American citizenship!

Citizenship Class pays a visit to City Hall.

Statistics

STATEMENT OF APPROPRIATIONS
BY THE SCHOOL COMMITTEE

	1952	1953
Instruction	$1,353,679	$1,465,380
Operation	172,309	184,684
General Control	36,700	36,908
Maintenance of Plant	33,235	29,303
Auxiliary Agencies	26,635	25,443
Miscellaneous	8,735	9,000
Adult Civic Education	3,781	3,767
High School Athletics	6,130	6,462
Total Exclusive of Vocational Education	$1,641,204	$1,760,911
* Vocational Education	64,179	67,794
Total Appropriation	$1,705,383	$1,828,705

* Partial reimbursement from the Commonwealth of Massachusetts and from the Federal Government is received by the city for the total expenditure made for Vocational Education.

MEMBERSHIP IN ALL PUBLIC SCHOOLS

October 1, 1953

AGES	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	P. G.	Spec.	J.H.S. Centers	Home Students	Total
	GRADES																
5	190																190
6	**607**	319														1	926
7	39	**492**	231											4			766
8		53	**350**	211	1									4			619
9		11	60	**357**	205	2								6		4	645
10			9	65	**432**	247	3							9		1	766
11				7	90	**383**	172	1						7		2	662
12				1	14	77	**341**	134						10		2	579
13					2	14	87	**330**	137					19	2	2	593
14						1	23	76	**309**	137				7	7		562
15							4	25	101	**318**	120	2		2	9	1	582
16							2	2	34	94	**293**	133		1	11		570
17									2	21	78	**234**	1				336
18								1			18	65	2	1			87
19											2	8					10
20																	
21											1	1					2
Total	836	875	650	641	744	724	632	569	583	570	514	443	3	70	29	13	7896
(Total - 1952)	889	675	646	746	719	609	593	569	579	600	488	458	7	72	31	18	7699
Number Underage	190	319	231	211	206	249	175	135	137	137	122	135	1	0	0	3	2251
Number Normal Age	646	545	410	422	522	460	428	406	410	412	371	299	2	0	0	9	5342
Number Overage	0	11	9	8	16	15	29	28	36	21	21	9	0	70	29	1	303
% Underage	22.7	36.5	35.5	32.9	27.7	34.4	27.7	23.7	23.5	24.0	23.7	30.5	33.3	0.0	0.0	23.1	28.5
% Normal Age	77.3	62.3	63.1	65.8	70.2	63.5	67.7	71.4	70.3	72.3	72.2	67.5	66.7	0.0	0.0	69.2	67.7
% Overage	0.0	1.2	1.4	1.3	2.1	2.1	4.6	4.9	6.2	3.7	4.1	2.0		0.0	0.0	7.7	3.8

NUMBER OF PUPILS TAKING THE DIFFERENT STUDIES IN MALDEN HIGH SCHOOL, DECEMBER 1953

Subject	*10*		*11*		*12*		*Total*		*Grand Total*
	B	G	B	G	B	G	B	G	
Accounting	—	—	—	—	8	30	8	30	38
Aeronautics	—	—	—	—	44	—	44	—	44
Algebra I	22	3	12	3	3	2	37	8	45
Algebra II	7	1	83	52	11	1	101	54	155
Band	10	9	13	8	10	3	33	20	53
Biology	38	17	2	—	35	54	75	71	146
Blue & Gold	—	—	6	8	5	10	11	18	29
Bookkeeping	10	92	4	63	1	—	15	155	170
Chemistry	—	—	80	71	1	4	81	75	156
Commercial Geography	10	90	—	—	—	—	10	90	100
Domestic Arts	—	84	—	27	—	23	—	134	134
Electricity & Mechanics	—	—	21	—	3	—	24	—	24
Elem'nt'y Music Theory	—	—	3	—	3	3	6	3	9
English	253	294	220	262	215	225	688	781	1469
Freehand Drawing	5	18	6	14	3	7	14	39	53
French	63	41	73	80	37	67	173	188	361
Gen'l Business Practice	—	—	32	47	15	7	47	54	101
General Mathematics	41	26	6	3	2	4	49	33	82
German	39	4	19	18	15	11	73	33	106
Health	—	—	19	51	24	29	43	80	123
History (Anc. & Med.)	141	125	12	7	—	2	153	134	287
History (Modern)	3	—	162	158	15	9	180	167	347
History (U. S.)	—	—	31	84	131	144	162	228	390
Latin	91	52	15	20	16	29	122	101	223
Law & Economics	—	—	1	—	34	92	35	92	127
Maldonian	1	—	7	21	10	19	18	40	58
Manual Training	51	—	35	—	11	—	97	—	97
Mechanical Drawing	22	—	12	—	10	—	44	—	44
Meteorology	—	—	38	5	13	1	51	6	57
Music Appreciation	—	—	11	17	16	29	27	46	73
Office Practice	—	—	—	—	1	39	1	39	40
Orchestra	5	5	9	2	9	6	23	13	36
Physical Education	204	253	120	156	117	108	441	517	958
Physics	—	—	—	—	65	16	65	16	81
Plane Geometry	114	47	7	3	11	2	132	52	184
Printing	17	—	17	—	8	—	42	—	42
Radio	—	—	—	—	17	—	17	—	17
Radio Laboratory	—	—	—	—	8	—	8	—	8
Review Mathematics	—	—	—	—	30	10	30	10	40
Science (Int.)	78	19	21	8	3	2	102	29	131
Solid Geometry	—	—	—	—	30	4	30	4	34
Stenography	14	208	1	137	2	86	17	429	446
Trigonometry	—	—	—	—	15	2	15	2	17
Typing	14	208	1	137	2	84	17	429	446
Type "A"	13	21	2	16	1	17	16	54	70
Type "B"	—	—	—	—	2	23	2	23	25

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Your SCHOOLS Do TEACH THE 3-R's!

MALDEN • MASSACHUSETTS • 1954

Your SCHOOLS *Do*
TEACH THE 3-R's!

The Annual Report for 1954 of the Public Schools, continues our policy of showing pictorially WHAT Your Schools Are Doing.

• MALDEN, MASSACHUSETTS

THE LI [illegible] OF THE
OCT 25 1955
UNIVERSITY OF ILL

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Report of the School Committee

TO HIS HONOR THE MAYOR AND
MEMBERS OF THE CITY COUNCIL:

The year 1954 saw public education in Malden make several giant forward strides. Long-reputed to prefer isolation from the rest of the city government, the Public Schools made several striking demonstrations of their willingness and even eagerness to cooperate in civic affairs and problems. From the time of Hurricanes Carol and Edna when its schools were opened as emergency shelters on through planning in conjunction with Civil Defense authorities for precautions to be taken for our school children in the event of enemy action and culminating finally in that history-making joint meeting with both branches of the city government where plans for school building were discussed, 1954 has witnessed a wonderful spirit of cooperation on the part of the Public Schools for community good.

The opening of the new Linden School in September marked also the establishment of public kindergarten classes in the Linden and Edgeworth areas. At the same time, a major study class for bright children was inaugurated in the Malden school system as well as a class for the blind at the Emerson School. Finally the Public Schools for the first time in some eight years, although ordered by the State to make expenditures and hire teachers not contemplated in the budget appropriation, nevertheless finished out the year 1954 with a surplus of money on hand, in fact, transferred some moneys to other city departments so that they might carry their work through the end of December.

Respectfully submitted,

WALTER J. KELLIHER
Chairman of the School Committee

December 31, 1954

Deaths and Retirements

MYRTIE E. BEVERAGE

A teacher of Grade 5 at the Belmont School

Mrs. Beverage had taught for many years in our school system and was dearly loved by all the pupils whom she had taught and greatly admired by her colleagues as a teacher of outstanding abilities.

The following members of our school system retired during 1954:

RUTH E. TUCKER—High School, teacher of Typewriting.

CATHARINE I. MACLEOD—counselor at Lincoln Junior High School

NELLIE M. TEMPLE—Daniels School, a teacher of Grade 6

CHARLES C. JACOBUS—the senior building custodian of the Beebe Junior High School

WILLIAM MILDRUM—a junior building custodian at the Lincoln Junior High School

The city of Malden has good reason to be very grateful to those persons for the faithful performance over many years of their duties; they constituted an unsung but valiant group of school folks devoted to their tasks.

Annual Report of the Superintendent of Schools

TO THE SCHOOL COMMITTEE AND CITIZENS OF MALDEN:

Because we believe that pictures can tell more briefly but just as effectively as words the story of what the Public Schools are doing yearly, we present another pictorial Annual Report, which is the ninth report by the present Superintendent of Schools and the eighty-eighth by superintendents of schools.

Reading is the Number One problem educationally for the schools of America; therefore we are giving more coverage in this Report to our program and methods of teaching Reading in our schools than to other fields of instruction.

We have revised, so far, our courses of study in the following departments: elementary Mathematics and elementary Language Arts. Those now under revision, with adoption by the School Committee in 1955, are: elementary Science, elementary Social Studies, and junior-high Mathematics.

The new Linden School—a thoroughly modern structure of 22 rooms, with an auditorium and a cafeteria-gymnasium—was opened in September. An imperative need exists for the immediate construction of a 12-room addition to the Daniel School and a new 16-room building to replace the obsolete Ayers School, each to have an auditorium and cafeteria-gymnasium; but efforts to hasten their construction are feeble. These two schools will experience serious overcrowding or part-time classes in the fall of 1956 unless new classrooms are assured by that time.

Again the staff of your Public Schools extends a cordial invitation to parents and other citizens to visit their schools while they are in session and see for themselves how their children are being taught.

CHESTER W. HOLMES
Superintendent of Schools

December 31, 1954

Administrative and Supervisory Personnel

Superintendent of Schools
CHESTER W. HOLMES

Administrative Assistant to the Superintendent of Schools
T. RICHARD KELLIHER

Principals
High School—JOHN B. MATTHEWS
Vocational High School—JAMES A. BOOTH
Beebe Junior High School—WINTHROP L. WEBB
Browne Junior High School—WILLIAM J. SULLIVAN
Lincoln Junior High School—JAMES A. CRONIN
Ayers School—MARGARET E. WALSH
Belmont School—THOMAS F. COSGROVE
Browne Elementary School—WILLIAM J. SULLIVAN
Daniels School—WILLIAM E. RITTERSHAUS
Emerson School—KATHERINE E. WHIDDEN
Faulkner School—CHARLOTTE DANOFF
Glenwood School—WILLIAM T. BENTLEY
Leonard School—HELEN T. DILLON
Lincoln Elementary School—JAMES A. CRONIN
Linden School—MARY O'NEIL
Maplewood School—ALICE E. HERBERT
Pierce School—THOMAS S. FEELEY
Central Evening School—MORTON H. WIGGIN

Directors
Adult Civic Education—CHARLES A. ROSSITER
Art—M. ADELIA JOHNSON
Guidance—HELENE MOORE
Health—MARY E. SPENCER
Music—HERBERT H. SILVERMAN
Physically-Handicapped—DOROTHY E. BLAKELEY
Reading—ESTHER FAIRCLOTH
Special Education—EDITH H. SNOW

Heads of Departments
Physical Education (elementary)—DAVID I. WALSH
Testing—ARLINE J. WALTON

New Staff Members

FOR THE 1954-55 SCHOOL YEAR

High School

Abraham J. Oxman	Commercial Law
George A. Scipione	German
Edith A. W. Stritch	Stenography and Typing

Vocational High School

Alexander Cristofaro	Sheet Metal (related)

Beebe Junior High School

Gertrude W. Ferguson	Grade Six
Virginia M. Hallisey	Business Arithmetic and Typing
Marshall G. Pratt	English

Browne Junior High School

Elizabeth A. Lynch	Home Economics
Elizabeth C. Mulcahy	Social Studies
Claire McDonald	English

Lincoln Junior High School

John E. Fahey	English
Barbara R. Norton	*Guidance Counselor*
Elaine S. Smith	English
William A. Grynkiewicz	Music
John Carroll	Physical Education (boys)

Belmont School

Letty P. Russo	Grade Four
Jane E. Wharton	Grade Five

Browne Elementary School

Florence M. Rhuland	Grade One

Daniels School

Eloise D. Carlson	Grade One
Joanna M. Gasparri	Grade One
Marion D. Wechsler	Grade Three
Louise W. Wright	Grade One
Philip L. McAuliffe	Grade Five

Emerson School

Maurine H. Locke	Kindergarten
Anne Netzel	Teacher of the Blind

Faulkner School

Louise V. Derba	Grade One
Margaret M. Smith	Grade Four
Ruth J. Hughes	Grade Two
Elsie G. Hurley	Grade Six

Lincoln Elementary School

Patricia M. O'Neil	Grade Two

Linden School

Catharine C. Adelman	Grade Four
Jane E. Butler	Grade Three
Jean Najarian	Grade Two
Janice M. Finn	Kindergarten
Joseph E. Glennon	Grade 5
Bernice Lampke	Kindergarten
Louise Kozel	Grade 3
Joan-Anne Marshall	Grade 4—Advanced
Thelma Sheehan	Special Class
Barbara T. Staffier	Grade One

Maplewood School

Arthur A. Dawson	Grade 5
Nancy W. Eaton	Grade 3

Department for the Physically Handicapped

LaVerne Kayne	Speech Therapist

Music Department

Louise V. Derba	Assistant in Vocal Music
Alexander Economos	Assistant in Instrumental Music

Central Office Staff

William J. Dempsey	First Aid and Safety
Caro M. Grace	Chairman — Committee on Revision of the Social Studies for the Elementary Schools

Reading

We now start our Readiness for Phonics Program on the first day that the child enters school. Phonics, of course, is not an end in itself but a means to reading—better reading—the best reading possible for his school-years ahead.

In the first grade, the child is taught the best way to hear, speak, read, and write the English language. We realize children measure-up to a high goal set for them. We have to believe in them in order to teach them; and we know that where there has been no learning, there has been no teaching.

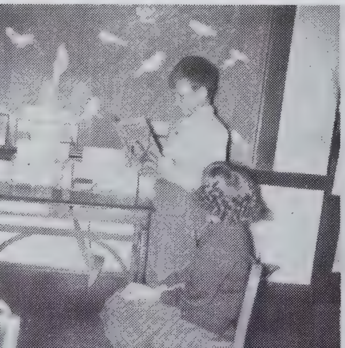
September is the month for getting acquainted with class members. Oral-language facility is measured at this time, and language ability is a means of grouping children for the reading program. This oral communication of ideas is a key activity in all school procedures. Power in the use of oral language is rightly regarded as one of the most-important abilities that children can acquire.

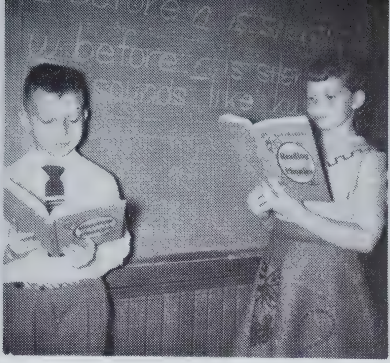
Our basic reading series contributes greatly to a knowledge of good stories and a taste for good literature. We must provide an abundant supply of interesting reading-matter adjusted carefully to the reading capacity of each child. Interest is basic to learning as it provides strong motivation guarantees attention, and ensures effort.

Below Left: Reading growth is a natural, continued development. The child starts to progress toward mature reading early in his development. Here the child interested in birds reads to discover many interesting facts on his favorite subject.

Below Center: Now that he has something to say he feels secure and an audience only enhances his fluent speech. The speaker talks well on an interesting subject. His wide reading motivates other children who may have different interests but one and the same goal — success throughout life.

Below Right: Sameness is so monotonous. We have different atmospheres for the various types of reading inclusive in a modern reading program. Here reading is individual and co-operative. The surrealistic setting does not detract from the intensive reading-up on interesting subjects.





Above Left: The quiet atmosphere also has its place in our classroom. This is a relaxed, pleasant time of day when free reading is enjoyed. We read for enjoyment as well as to learn established facts. Two children make a friendly picture. The child alone we would carefully study as the "isolate" is almost an unknown problem to the modern teacher.

Above Center: The study of phonics is important to mastery of reading. Here children enjoy the rudiments before applying the principles to the art of reading. Phonics is not an end in itself. It is an important aid to reading and spelling.

Above Right: Now that children have a good foundation in phonics (our English language) and so are able to read well, they are requested to go to several other towns and cities to demonstrate how well they are taught. The looks of happy success are apparent while Mr. Bentley, Principal of the Glenwood School, sees them off. Success in reading means success in all other subjects.

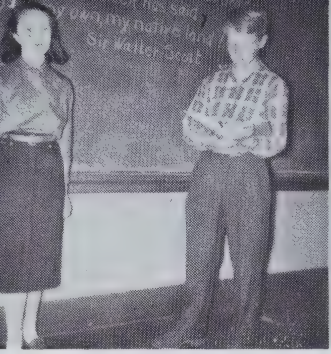
Reading Progress Reports are submitted by every elementary teacher early in October. These are compared with June reports which show the growth of each reading group. These reports are interesting as this is a concise way of meeting individual differences, group-readability levels, and finally consistent growth in reading throughout the year.

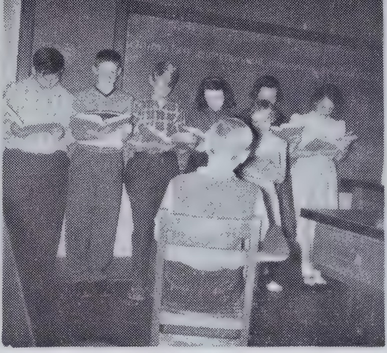
Because reading should be well taught, using sound techniques in Grades One and Two, the Reading Department administers and analyzes standard-

Below Left: These children of The New Linden School meet the children from the Glenwood School as they participate in reading demonstrations in places outside of Malden. They are living examples of success, the chief motivating factor of everyone.

Below Center: These children can handle and enjoy all phases of the Lauguage Arts since they have so well mastered the art of reading. Writing, the most advanced step in language development, is practiced as we know they learn to write well by writing, writing, and writing.

Below Right: Those who **do** read, learn to read well. Groups enjoy reading different types of reading materials. We cater to their differences and honor their choices. This is a Red Cross Room where solitude wins a premium.





Above Left: We care enough to read the very best. Poetry is discovered, read and voluntarily memorized by sensitive minds blessed with a love of the rhythmical.

Above Center: Choral reading is enjoyed as the leader checks and suggests to the chorus.

Above Right: A hundred books are sent from our public library to one school where a student acts as librarian and rules of the library are carefully administered and obeyed. They like to conform when they see the reason.

ized reading-achievement tests to all children of these two grades in June. There is a definite upward trend in these results.

New teachers are instructed throughout the year as they attend reading demonstrations at different grade levels. A reading clinic is held in a room at the Malden High School two afternoons a week where new teachers feel free to visit or participate in the teaching-learning situation. Any private tutoring has been discouraged as we feel the needs of the child should be met and nourished with a rich public-educational program.

The annual Reading Workshop held in the Gay Auditorium of the Malden High School on the second Tuesday in May is one of the contributions of all teachers in our system. Reading classes are conducted and different teachers show the fine results when the best of techniques are consistently used to promote reading skills.

* * *

We do not always speak as well as we know how. This limits qualitative reading. We should work on the further development of good speech in various activities throughout the school-day. Panel discussions, round tables, individual reports on literature, civic affairs, economic conditions, radio and television programs, movies, and many other subjects of student interest are always worth while not only as speech activities but also as personality developers.

Poetry certainly "comes to life" through well-done choral speaking. A study of dialects is broadening as it promotes tolerance and understanding of linguistic differences in various communities. The social view of education calls for an understanding of literature in association with the environmental influences that produced it.

Below Left: Reading for information on how things are made satisfies the native intellectual curiosity of children in their first grade.

"The train that you ride on,
The sled that you slide on
Came from the earth somewhere.
The bed where you sleep,
And your strong little jeep
Came from the earth somewhere."

Below Center: A new book is a great treat! At the Daniels Project Building these first-grade children want to explore new books that they can read. They were not presented with these new books until they could read the words. It's as simple as that!

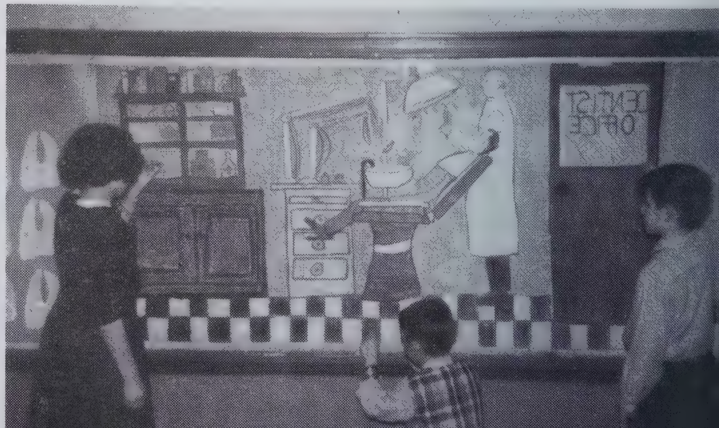
Below Right: School life must be frankly related to out-of-school life. Our schools should be places of magic and mystery and learning. The teacher holds the key to this school-world of living and learning. Teachers want your children to develop into life-long learners but they must first be happy.

Art becomes more meaningful and satisfying when it is correlated and integrated with the whole program.

Art in Our Schools

Children in the elementary schools and students in the upper classes are permitted to invent ways to do things, and be willing to try to put things together with new materials in new ways. Imporant also is the opportunity to make choices; for when decisions are made, one's aesthetic judgments develop. Contact with good examples and the opportunity to see original works of art contribute to the development of tastes and judgments.

Films when they are available are much to be desired. Such a film on "Sculpturing is Fun," which preceded a fine traveling exhibit of soap sculptures, was shown to all our junior-high and senior-high-school art classes. This exhibit, loaned from New York, consisted of carvings by elementary-school children and teen-agers across the nation, and was on display for a week in the senior high school and in the three junior high schools. More-advanced colored films of celebrated artists, processes, and materials, have been shown in the high school. A colored film of "Renoir" was loaned from the Malden Public Library collection and proved to be extremely interesting.



Students are led to meaningful experiences that will enable them to express themselves better through painting and drawing.

Above Left: Children use different media as they paint, cut, and paste with originality and satisfaction.

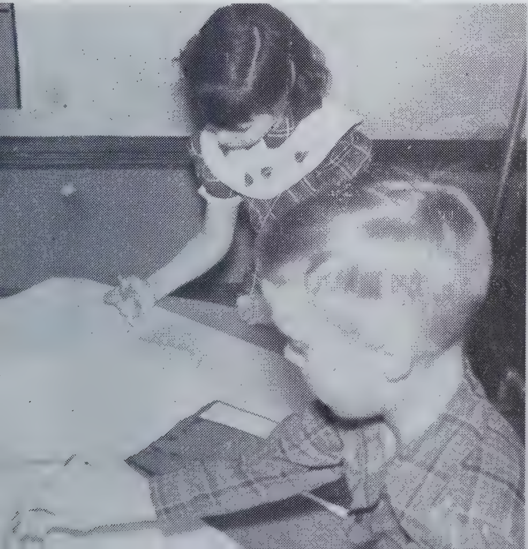
Above Right: Arts and crafts help people intellectually, socially, and emotionally. Children will create naturally if they are permitted to recognize the challenge of materials, tools, and equipment.

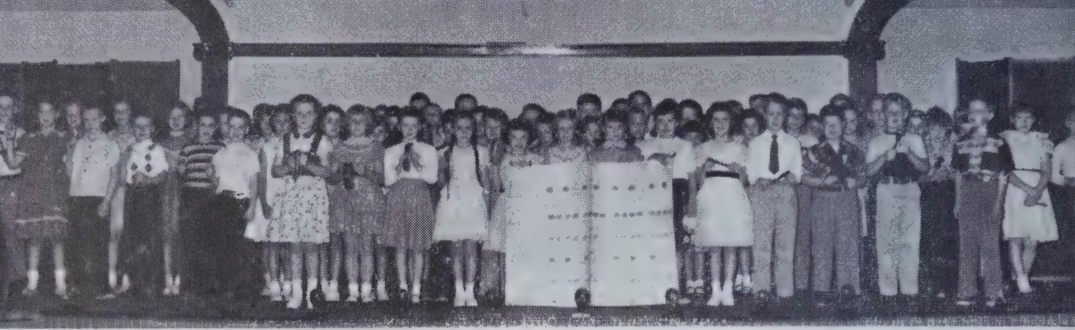
Our high-school art classes continue their excellent standards and were highly honored when many drawings and paintings were exhibited in the North Gallery of the Massachusetts School of Art in Boston.

Next spring an exhibition of the art work done in all elementary schools during the 1954-55 school-year will be held in the Ryder Art Gallery of our Public Library.

Below Left: Children are encouraged to organize their ideas; to use poster paints, and discover for themselves how to mix new colors.

Below Right: Interests and abilities of the whole group are encouraged rather than upon the talented youths. Each student is inspired to turn out his best possible product of design, color, originality, and imagination. (Pose Drawing)





Rhythm Band of second-graders. Such bands have their own pupil-leaders.

Our Music Program

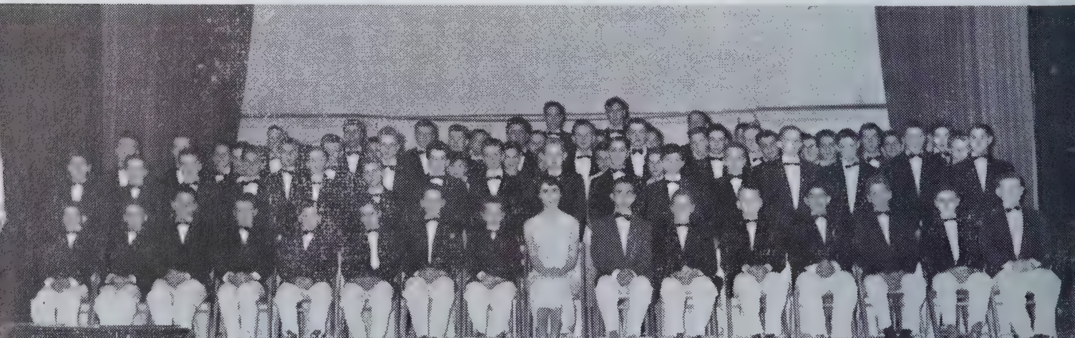
In order personally to feel, enjoy, and perceive in music one must actively participate. The deepest type of participating is more than a spectator activity . . . it comes from *doing*. Our program is designed to encourage a maximum of participation on the part of all our children. The kind of participation that stirs and arouses a self-awareness, broadens and deepens self-understanding, builds self-reliance, and eventuates in a new self-realization.

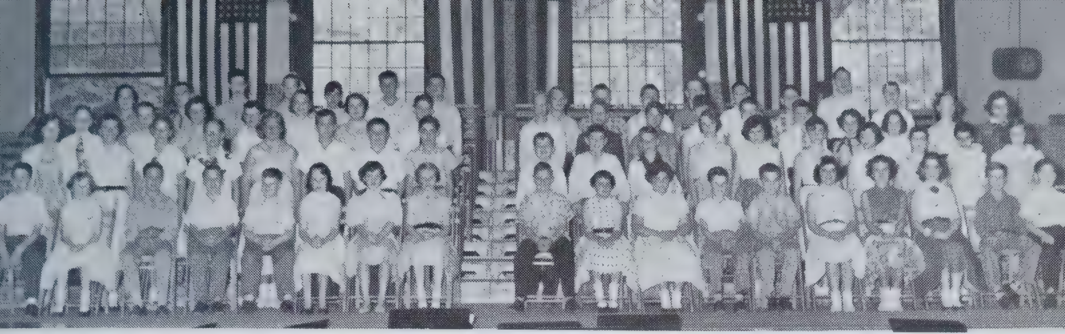
The Malden schools have Vocal Music Classes, Rhythm, Melody, and Toy Orchestras, Flutophone Ensembles, Boys' Glee Clubs, Girls' Glee Clubs, Mixed Choruses, Vocal and Instrumental Chamber Ensembles. Many of our schools produce full-length operettas and all provide programs for patriotic, civic, community, parent-teacher, programs and assemblies. Private and class instruction is offered in all schools on violin, viola, cello contrabass, piano, percussion, piccolo, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, alto, baritone, tuba, and all other recognized musical instruments.

A program of keyboard experience in vocal music at the third and fourth grade levels was instituted in co-operation with the American Music Conference. This program is separate and distinct from the piano class program. Our leadership in this area has attracted a great deal of favorable notice, nationally, in educational-music circles.

The All-City Secondary Schools Band which is comprised of selected members of the High School and Junior High School instrumental ensembles

A junior-high boys' glee club not only brings pleasure to students and parents but also has much fun in presenting its concerts.



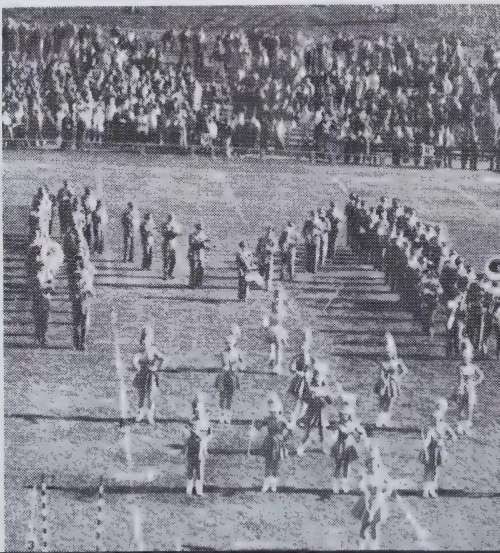


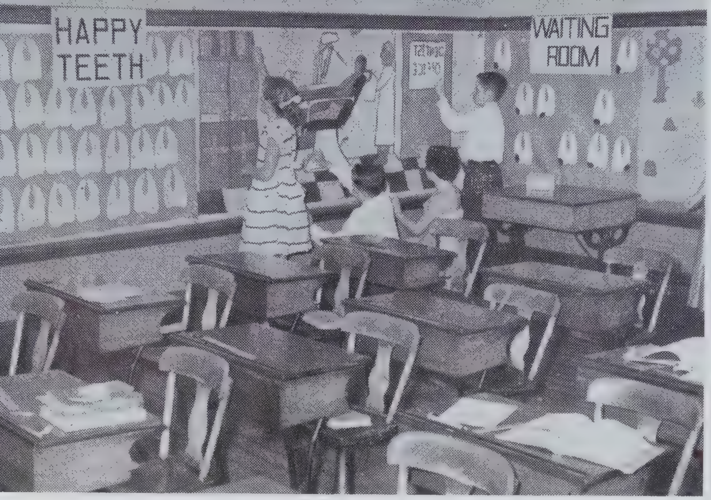
Sixth-graders enjoy group singing.

traveled to Skowhegan, Maine, during the Spring and presented a joint concert with the Skowhegan High School Band. We then continued on tour to Fredericton, New Brunswick, Canada, where a concert was presented at the High School Auditorium. For many of the children it was the first time they had been out of their own city or state. Though books, visual aids and classroom discussions are valuable, the effect of participating in actual living experiences is of enormous educational significance. The most effective lessons that these children could have derived on courtesy, good manners, hospitality, and socializing were the direct experiences these students had with a group of people who practiced these amenities.

A few of the benefits the band brings to the school and community are: (1) fine school, home and community relationships; (2) music appreciation for both listeners and performers; (3) directed activity for talented students; (4) assembly and P.T.A. program activity; (5) the public relations aspect of these trips is enormous in terms of the huge number of citizenry that observe and comment on the band's offerings during the football season, at civic parades and concerts, and at school activities. The organization of the Malden Band Parents Association has proved to be of enormous value in terms of bringing active parents directly into school and community projects. Several weeks after our return from Canada, the Skowhegan, Maine, High School Band repaid our visit by presenting a joint concert with our group in the Jenkins Auditorium of Malden High School.

The High School Band is not only a concert band but also a marching band and enlivens football games between the halves.





Learning dental health facts the pleasant way.

Health Education

With the contemplated opening of the cafeteria in the new Linden School in January, 1955, our Public Schools enter upon a new program in Health Education; for the hot-lunch program it will offer will constitute a great step forward in nutritional achievements.

Already we have all but one of our schools within the folds of the federal Lunch Program, which will begin operating with the reopening of schools following the Christmas holidays.

Daily health teaching goes on in every elementary classroom. Ready response was easy to get for the administering of the three polio-vaccine "shots" in the spring of 1954 to first-and second-graders because they had been well-prepared to accept the doctors and nurses as their friends who were in the schools to help them.

Taking temperatures - A class in Home Nursing.

All ninth-grade girls study Home Nursing and Baby Care.

Our dental program has continued its success in getting dental corrections to be cared for by the parents. All schools participate. There is, however, an urgent need for additional clinical facilities for those children whose parents can not pay for service.

Through our school nurses pupils in Grades 1, 4, 7, 10, and 12 were given the Massachusetts Vision Test—3,776 in all. It was found necessary to refer 283 to the eye specialists chosen by their parents. By means of the pure-tone audiometer nearly 1500 pupils had their hearing tested; and 75 were referred to ear specialists for treatment.

All girls in the 9th grade of our junior high schools receive instruction in Home Nursing and Mother and Baby Care. Three hundred and forty-one girls received Red Cross certificates for their successful completion of the two courses last June.

For the 9th-grade boys a course in First Aid and Safety was inaugurated in September.

"The Pause that Refreshes" - A hot lunch in our new cafeteria.

Health Education
(continued)

Protecting children against poliomyelitis with the Salk vaccine.

"There's no place like Home" - when safety rules are observed.

Health science is taught in the Junior High School.

Junior-high girls help assemble Guidance Handbook for incoming students.

Guidance

Guidance in the Malden Schools has as its chief aim the encouragement and development in each individual pupil of his personal and social competence, so that he may live the highest possible life and contribute the most to his community.

Although the guidance program in the elementary schools is primarily interwoven with the administration and teaching there, two important features were introduced this year.

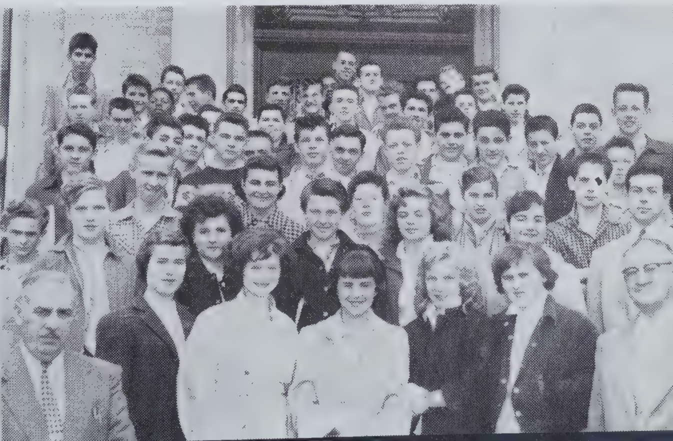
A revision of the Cumulative Record was made by a committee representing all school levels; and a meeting of all first-grade teachers and principals was called by the Guidance Director, resulting in a more-uniform and intelligent use of this record which gives all objective information necessary to an understanding of the child.

Formal Guidance orientation classes are held for each seventh-grade pupil once each week. Group conferences are held as often as possible for all other pupils. Grade Eight pupils use the Kuder Interest Inventory and spend much time studying occupations and taking trips. It is at this level that courses are tentatively chosen, with many individual conferences held. Individual counseling with pupils and parents, and interpretation of test results, together with the assembling of all pertinent data about each pupil and occupation, surely challenge each of our three guidance teachers in our junior high schools.

Emphasis in the High School is also on Counseling and imparting information, with the added service of placement. Cooperation with the Northeastern guidance program was given again, resulting in three vocational group-conferences held each month, led by experts in their fields.

Below Left: High-school senior discusses her educational objective with the dean of girls.

Below Right: Junior High students visit industrial plant as a part of the group guidance program.



Above Left: Junior-high commercial students see banking operations.

Above Right: Group-guidance conferences acquaint high-school students with career opportunities.

Many conferences were led by Miss Turkington and Mr. Santilli, and every possible educational opportunity is made available to pupils. Almost every Saturday and many times during the year the Dean has a group of girls on a field trip to a college or school of their interest.

Boston University administered its battery of tests to over 300 Juniors, and individual conferences were held with every boy and with most of the girls.

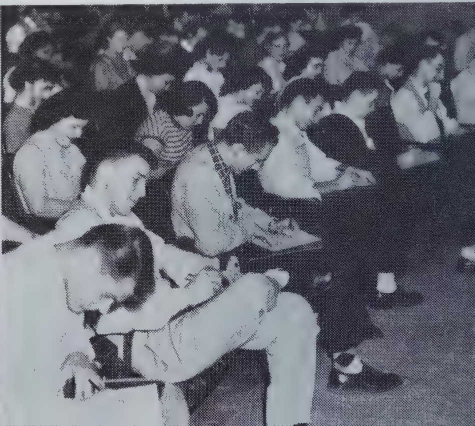
There is excellent cooperation throughout the school and attempts to keep boys and girls from leaving school are an important feature.

Work-placements are still at a high peak for clerical workers and a most-successful pre-Christmas training class for girls in selling resulted in all the group having work during the special season.

One of the most-satisfying phases of the guidance program is with the adults, veterans, and others who failed to secure high-school diplomas and who are now attending the Central Evening School where 82 high-school credits will be earned this year. Two credits may be earned each year, and there is a close relationship with the Head Master of the High School and the State Department of Education. Two older married women are attending day school and having credits transferred to the State Department for a high-school-equivalency certificate.

Below Left: Discussing their future careers with their counselor helps these high-school boys make intelligent academic selections.

Below Right: Boston University testing offers to Malden High School Juniors an opportunity to measure their own abilities.



Tests are just "playing games" to the little folks.

Testing Service

The regular program for the year 1954 included group tests in reading, arithmetic, and intelligence for all pupils in Grades 3, 5, and 7. In Grade 8 pupils were given a vocational-interest inventory, and in one school, a test of primary mental abilities. All Grade 9 boys were given a test of mechanical aptitude as a screening test for applicants to the Vocational High School or for one more-objective means of helping to plan their future, academically or vocationally. All the tests at the junior-high level were planned as being of particular interest to the guidance personnel.

In addition to the city-wide program, individual tests or selected batteries were given to the pupil or pupils whose particular problem could be understood more clearly and objectively with the aid of test results.

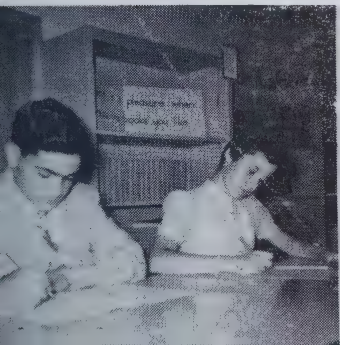
Over 90 individual Stanford-Binet Tests were given with at least eleven being referred to the Department of Special Education. These referrals to that department were in addition to those from group tests whose intelligence quotients fall below a certain level. Names of pupils were also referred to other departments giving special services as test results revealed the necessity for this.

One new, important work of the Department this year was the gathering of test data for about fifty third-grade children, twenty-five of whom were finally chosen for the newly-established Advanced Fourth Grade. This class was also given an achievement battery and a personality rating-scale made out, both to be repeated in the spring as a means of measuring their growth.

Below Left: At the 6th grade, tests show us to what grade level they have progressed as measured by achievement tests.

Below Center: High-school pupils are given tests to fit their particular needs.

Below Right: A battery of standardized tests is given to all pupils in grades 3, 6, and 8.



Above Left: Action sparks this dancing program!

Above Right: The intermediate boys enjoy a game of kick ball.

Elementary Physical Education

Education of the whole child implies that the school will try to maintain or improve the organic health, mental development, social adjustment, and the motor-skills of the pupils.

The physical-education program in our elementary schools is well-adapted to furthering these objectives through its many and varied activities. Physical education is one of the many fields of education interested in the total growth of the individual, and its end results are measured in terms of all-around development of boys and girls.

Our program of physical activities is planned to increase learnings and concepts; also, to provide outlets for repressions and suppressions that produce spiritual conflicts; that lower resistance to the increasing, unnatural, ever-pressing strains of today. The program of physical education in our schools strives to serve the physical, mental, social, and emotional needs of growing children.

In planning the program for our elementary school children, consideration is given to the following points:

a. The ability of children to acquire motor-skills and coordination
b. The length of the interest span
c. The physical endurance of children
d. Group relationship
e. The inner drives toward activity.

The program not only emphasizes the learning of motor-skills but also the establishment of attitudes favorable to wholesome group activity and to normal growth and development.

Below Left: Social dancing has its place, too.

Below Right: Who doesn't like a Virginia Reel?

Above Left: Folk-dancing has a large part in the elementary physical education program.

Above Right: The intermediate girls find plenty of vigorous exercise in dodge ball.

Unless all medically-fit pupils participate in daily, vigorous, big-muscle activity during their period of physiological development and unless they maintain habits which will serve as a means of recreation during the adult years, little or no sustained improvement in physical fitness can be assured.

In our teaching of physical education in the elementary grades, we hold to the viewpoint that the classroom teacher, given adequate supervision, may function efficiently in the conduct of the physical-education program. The classroom teacher knows the needs, the abilities, and the capacities of the pupils. Therefore, the success of the physical-education program on the elementary level rests primarily with the classroom teacher.

The total elementary-school population has received some training in physical education during the past year. The supervisor has continued to offer a wide variety of activities for all pupils throughout the elementary-school system. All classes of exceptional children, both the mentally-retarded and the physically-handicapped, were included in our monthly visits to each elementary school. These classes were combined with the regular classes during the physical-education period wherever and whenever it was feasible to do it. Due consideration was given to the limitations of their respective mental and physical abilities and capacities.

Class days and Play days were initiated at a number of schools by their respective principals. On these occasions the children from Grades One through Six took an active part in programs of informal athletic team games, relays, singing games, and square dancing.

The sixth-graders throughout the city took trips to the local parks where they enjoyed a picnic lunch and played kick-ball and softball games.

The year ending 1954 was marked by the construction of the first gymnasium in our elementary-school system at the New Linden School. With the hope of additional gymnasiums in our school-building program, greater development and expansion of our physical education program in our elementary schools are assured.

Below Left: Competition is keen, even among primary-grade youngsters.

Below Right: Singing games for the primary graders are always lots of fun.

Above Left: These boys and girls enjoy their school experiences.

Above Right: These boys are gaining skill of hand that will stand them in good stead when they leave school.

Special Education

During 1954 the Legislature passed a law requiring cities and towns to provide educational facilities for children who had, up to the passage of the law, generally been regarded as uneducable. The law classifies such a group as "mentally trainable."

To conform to the requirements of the law, two classes have been set up which will take care of children in Malden coming within the scope of this new law.

We have continued with full complements the nine classes of pupils classified as "educable." These classes are fulfilling a very-definite need in our school system and are enabling their members to go forward with their education at their own rates of learning, in surroundings that are under teachers who understand their needs and who work diligently to enable them to move ahead annually.

Boys and girls coming out of the classes having the most-advanced pupils like to come back to their teachers to report their progress in the work-a-day world of competition. It is always a great pleasure to note their successes and their adjustment to real-life situations. Each of these youngsters has a contribution to make, and the painstaking instruction received in these small classes prepares him well to make it.

Below Left: These girls are demonstrating their creative ability in the field of Art.

Below Right: A loom always intrigues the interest of girls who are skillful of hand.

Our Physically-Handicapped Children

The annual census of our children of school age classified as physically handicapped either attending school, receiving home instruction, attending special schools or hospitalized, is 407. During the year 250 children have been under investigation by this department. Of this number 42 from Grades 1 through 12 received home instruction; 150, speech therapy; 37, hearing conservation; 5, Braille instruction; and 28, special curricular adjustment and guidance.

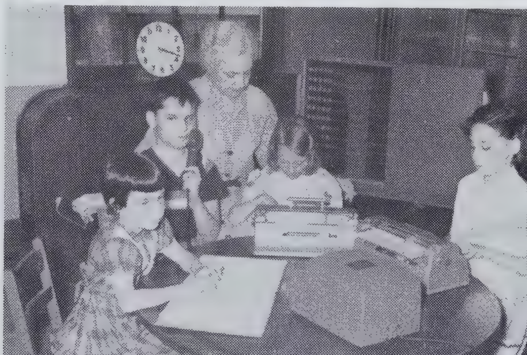
Hearing Conservation consists of lip-reading and auditory training for the hard-of-hearing. There are two deaf children who are receiving lip-reading, auditory training, speech therapy, and general education on an individual basis, supplementing that of their classroom participation. During the year 37 pupils received the above services, and 15 hard-of-hearing adults attended the evening lip-reading classes. Through the cooperation of the School Committee, an under-age deaf child was admitted to the first grade to avoid being placed in an institution for the deaf. At this time in the school-year he is making satisfactory progress, and the experiment seems to be a sound one.

Speech Therapy was much more thoroughly rendered this year because of the addition of another speech therapist to the department. In round numbers 150 students had speech therapy during the year. However, there is a waiting list in some of the schools; and the High School is not being covered at the present time.

Through the courtesy of the Medford School Department, three Malden students are regularly attending their sight-saving class; two are in regular classes with large-type text books; and five blind children are receiving Braille instruction. At our Emerson School the Massachusetts Department of Education established its second center for blind children in Massachusetts this September. This is highly successful, due in no small measure to the excellent cooperation of the principal and classroom teachers.

Below Left: Home instruction holds a high place in our instructional program.

Below Right: A Braille class at work.



Above Left: These two lads are striving earnestly to overcome speech handicaps.

Above Right: A lesson in auditory training.

The policy of giving individual help to the physically-handicapped in the regular classroom is expanding. Past experience has shown that some physically-handicapped children can successfully attend school with careful planning and necessary adjustment who otherwise would have to attend special schools or leave school at the high-school level. The rehabilitation of these young lives is very gratifying. Careful vocational planning in close cooperation with the Massachusetts Division of Rehabilitation is sending more and more of our children out of our schools adequately equipped to earn their own living.

Gratitude is herewith extended to the Malden Kiwanis Club for their generous Christmas party in December; to the Italian-American War Veterans for the numerous parties and gifts, including a record player which they donated this year to the blind children at the center; and to the Malden Lions Club for its continued interest and generosity.

Kiwanis Club gives Christmas party for physically handicapped children.

Elementary Education

Keeping pace with the world of today has necessitated many changes in the curriculum of the Elementary Schools. We teach the three R's and do it well; but we also teach the Language Arts, the Social Studies, Science, Health, Art, and Music. Since the field of knowledge increases yearly in depth and scope, one of the major problems of elementary education is selectivity.

All knowledge can not be taught in any field. There is too much of it; and it is constantly being added to, revised, and re-evaluated in relation to new learnings. Not all of it is appropriate for the consumption of the elementary school-child's mind. Certainly there is nothing less-appropriate than long lists of meaningless facts, learned verbatim for testing—and then immediately, conveniently, forgotten.

To avoid this situation, which is not conducive to learning and only breeds resentment of school and dislike for individual subjects on the part of the child, we use as the basis of our selection—MEANING. What do facts and ideas mean to the child? What is there in the situation with which the child is familiar, with which we can align his own experiences and use as a springboard, so to speak, for developing his own ideas and understanding of the matter? In this way his creative abilities are stimulated and developed, and his mind is unfolded by releasing "the hidden splendor" rather than by having it overlaid by a shell of knowledge without meaning.

It was with this in mind that we began our revision program of the entire elementary curriculum several years ago. To date we have completed and are using the Arithmetic, the Language Arts, and the Science courses of study. By the opening of school in the fall, the Social Studies course will be ready to use and the revision of the Health course well-underway.

So with a program based on MEANING rather than on rote memory of facts, providing for individual differences within the classes as well as by special classes (Special Education classes as well as Major-Work classes), our Elementary Schools move forward!

Below Left: Learning to play together happily is encouraged by participation in many games.

Below Right: Physical activity as well as mental activity is highly important.

Our Junior High Schools

We have three junior high schools which receive all of the pupils who are promoted from the sixth grades in our elementary schools. These sixth-graders go from a classroom situation in which they have had but one teacher into a school in which they will meet several teachers a day. This is inevitable because they will have classes in art, music, physical education, and shop or home economics spread throughout the week in addition to their so-called 3R subjects daily.

By means of a strong orientation program the seventh-graders soon become adjusted to working under the tutelage of several teachers. A counselor is available in each junior high school to help in the process of adjustment.

It is in the junior high schools that the students really come to realize that the sequences of subjects which they may select—with parental approval—have a direct bearing on what type of occupation they may ultimately desire to follow or the particular kind of college they may wish to enter after graduation from the senior high school.

The junior-high-school years are noteworthy for marked physiological growth and mental development on the part of the students. To take advantage of this growth and development, every effort is made to provide the students with opportunities to develop hobbies and outstanding abilities such as musicianship, athletic prowess, scientific curiosity, and artistic talent—to name but a very few.

Throughout their stay in the junior high school our students are urged to exemplify good citizenship and good sportsmanship at all times.

* * *

Tri-Hi conducts
Red Cross Drive.

The Senior High School

In June 1954 we graduated a class of 376, and we received from the Junior High Schools an entering class of 493. To the best of our knowledge those seniors doing work of college preparation were accepted in some institution of higher learning; our students having training in business subjects were readily employed; and our check-up on those thus employed shows us that these students have been well-taught and are doing a creditable job. The armed forces are still taking a goodly number of our boys.

All of the classroom work has been carried on with a high degree of competency, and we all try to do our best in this very-important area of education.

One experiment may be worthy of mention. In our health classes heretofore we have had segregated classes in health, boys and girls being separated. This year we have had a mixed class; and according to the report of the teacher, the experiment is working out very well.

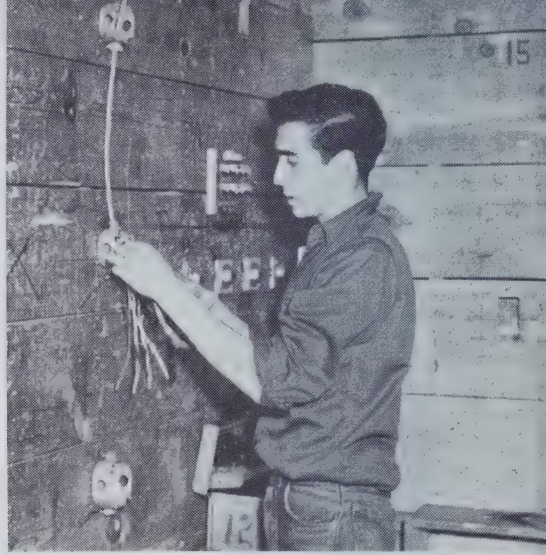
Six years ago Dr. Matthews of the visiting committee on evaluation said, "It is refreshing to us to find a school that insists upon high standards of work." We are still trying to live up to his evaluation, and we are still convinced that the important work of any school should be done in the classroom.

We are still concerned about the development of the whole child; and to supplement the work of the classroom we offer a rich and varied program of outside activities, all well organized and supervised. All of these activities have been carried on by interested and devoted teachers who labor long and untiringly to make each project worthwhile and of educational value. This service cannot be measured in any schedule of hours of work. These projects include athletics, school publications, musical and dramatic offerings, as well as social functions. In all of these we think we have been successful to a high degree. We take "satisfaction in our work but are never satisfied."

Below Left: Individual guidance is routine practice at the High School

Below Right: Getting ready for next summer.

Many boys find the electrical
course a real challenge
to their interest.



Vocational Education

There were thiry-one graduates in the Class of 1954.

Department	*Entered 1951*	*Graduated 1954*
Automotive	11	7
Electrical	14	11
Machine	14	4
Sheet Metal	10	9

The above figures show that the holding power of the Vocational High School has increased tremendously. This is attributed to the screening program that has been enforced for the past four years.

Two new classrooms were added to our school for the purpose of taking the related classrooms out of the basement and keeping all related classrooms on the second floor.

In spite of inadequate shop quarters, the productivity has been on the increase in all departments.

Many projects have been done for the community, including the Red Cross, private citizens, public-building maintenance, and our public schools, all of which have contributed to the fruitful training of the future tradesmen of our school.

There is a definite need for new improved quarters as well as added vocational fields, and it is hoped that the City Government will see fit to attend to this matter in the very near future.

Below Left: One of the most popular courses is the auto-repair course.

Below Right: The sheet-metal course offers excellent training in welding.

Enjoying a pleasant evening, while reducing the family clothing budget.

Central Evening School

For an increasing number of people the conclusion of the formal education of youth is but the beginning of education for living. A working democracy in action can not be better shown than in the many hundreds of adults who yearly seek added avocational interests, vocational training, and a supplement to their educational advantages at Central Evening School. Here, persons from all walks of life enjoy the thrill of creative activity, adventure in the exploration of new fields of interest, and the real satisfaction of gained personal achievement. It is vital proof of the French proverb: "Next to food, education is man's greatest need."

Thanks to the generous cooperation of various groups and individuals, a vital step forward has been taken in the Central Evening School academic program. At the beginning of the present school-year, it became possible for veterans and other adults seeking a secondary-school education to work for the completion of two units of credit instead of one as in past years. This has been made possible within the framework of the present evening time-schedule by lengthening the time of credit classes to three hours per evening, and allowing one and one-half hours for each class.

Secondary-school-credit courses are now offered in Junior and Senior

Absorbed interest in the expression of creative ideas in the Art class.

Gaining valuable knowledge and working toward a high-school credit in the Chemistry laboratory.

English, United States History and Government, First and Second Year Algebra, Geometry, and Chemistry. The response to this pioneer program has been most gratifying; and since it is the only one of its kind which the State Department of Education recognizes, many tuition pupils are being referred here from other cities and towns.

Central Evening School business courses for beginners and advanced pupils in Typing, Stenography, Bookkeeping, Accounting, Business Machines, and Income Tax, provide thorough preparation for persons entering the business world; courses in Mechanical Drawing and Machine Drawing prepare good draftsmen; and classes in Grade Instruction prepare for an elementary school diploma. For persons seeking worthy use of leisure time there are courses in Conversational French, Speech Improvement, Law for the Layman, Sewing, Woodworking, Freehand Drawing, and Textile Design. Classes in Lip Reading are valuable to persons with hearing deficiency; and special work in Bio-Chemistry is helpful to prospective students in schools of nursing. Central Evening School was the first school in the state to make courses in First Aid a part of its regular program; and classes for Beginners, Advanced Pupils and Instructors are proving valuable to the development of the Civil Defense Program. A re-arrangement of the schedules of the Woodworking and Art classes now makes room for some Handicraft classes, which, it is hoped, may be introduced in the near future.

Future secretaries and office personnel receiving expert instruction.

This class is studying Advanced English.

Adult Civic Education

The Refugee Relief Act of 1954 admitting 214,000 displaced persons into the United States outside the quota limits has been slow in getting started due to complicated procedure and to date approximately 200,000 men, women, and children remain to be admitted. As they will come here in addition to the regular annual quotas of foreign-born, the influx could increase our enrollment heavily. However, since these immigrants must be guaranteed jobs in advance of their arrival lest they become public charges, a great number of these newcomers would indicate greater prosperity in this Malden area.

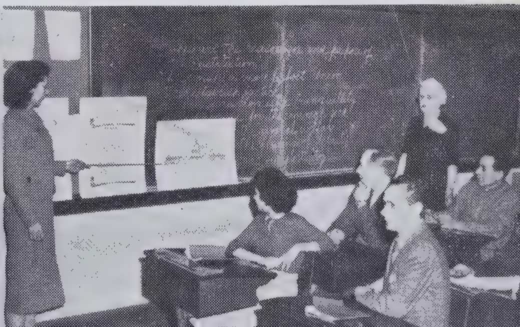
Governor Christian A. Herter has seen fit to honor our work here by appointing the Director to the Governor's Commission of Refugees to implement the program set up by President Eisenhower. In addition, the Director as State President of the Massachusetts Association of Teachers of Adults (the professional society of Americanization teachers) was a delegate to the Ninth National Conference on Citizenship in Washington, D. C., this fall.

The attitude of the Federal Government towards aliens residing within this country is slowly stiffening and eventually may become harsh. We continue to assist in the annual alien registration each January. Failure of an alien so to register may result in deportation. It is odd that aliens who are so eager to obtain admission to our country do not start citizenship procedures at once, but figures show thousands of them in Massachusetts who have lacked the initiative to do it.

Our thanks again this year to Malden Post #69, American Legion, for the citizenship medals awarded to our graduating class; to Mystic Side Chapter, Daughters of the American Revolution for graduating gifts of American flags and creeds; and to Mayor Fred I. Lamson for the annual tour of City Hall.

Below Left: A class in Beginner's English.

Below Right: Preparing for the Citizenship examination.



COMPARISON OF THE BUDGETS FOR 1953 AND 1954

	1953	1954
Instruction	$1,465,380	$1,582,012
Operation	184,684	198,117
General Control	36,908	40,331
Maintenance of Plant	29,303	25,608
Auxiliary Services	25,443	28,457
Miscellaneous	9,000	9,000
Adult Civic Education	3,767	3,933
High School Athletics	6,462	8,582
Total, Exclusive of Vocational Education	$1,760,947	$1,896,040
* Vocational Education	67,794	64,380
Total Appropriation	$1,828,741	$1,960,420

* Partial reimbursement from the Commonwealth of Massachusetts and the Federal Government is received by the city for the total expenditure made for Vocational Education.

MEMBERSHIP IN ALL PUBLIC SCHOOLS

October 1, 1954

AGES	GRADES																	
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	P. G.	Spec.	J.H.S. Centers	Home Students	Kinder-gartens	Total
4																	14	14
5	**234**	1															145	380
6	**600**	**231**												3		8		842
7	32	**574**	**303**											10		4		923
8		61	**457**	**207**										10		1		736
9	1	2	71	**334**	**200**	2								11		2		623
10	1		20	58	**341**	**196**								15		1		632
11				15	72	**406**	**218**	2						9		2		724
12					19	78	**404**	**181**	1					10		2		695
13				1	3	15	97	**311**	**141**					10	1	2		581
14						2	26	87	**343**	**132**				10	13	4		617
15						1	3	20	100	**294**	**143**			2	10			573
16							1	5	26	99	**288**	**122**		1	5			547
17									1	27	71	**263**	**2**		3			367
18										2	12	67	**4**					85
19									1			11						12
20										1		3						4
21											1		1					2
TOTAL	868	869	851	615	635	700	749	606	613	555	515	466	7	91	32	26	159	8357
TOTAL—1953	836	875	650	641	744	724	632	569	583	570	514	443	3	70	29	13		7896
No. Underage	234	232	303	207	200	198	218	183	142	132	143	122	2	0	0	5	14	2335
No. Nomal Age	632	635	528	392	413	484	501	398	443	393	359	330	4	0	0	19	145	5676
No. Overage	2	2	20	16	22	18	30	25	28	30	13	14	1	91	32	2	0	346
% Underage	27.0	26.7	35.6	33.7	31.5	28.3	29.1	30.2	23.2	23.8	27.8	26.2	28.6	0.0	0.0	19.2	8.8	27.9
% Normal Age	72.8	73.1	62.0	63.7	65.0	69.1	66.9	65.7	72.3	70.8	69.7	70.8	57.1	0.0	0.0	73.1	91.2	67.9
% Overage	0.2	0.2	2.4	2.6	3.5	2.6	4.0	4.1	4.5	5.4	2.5	3.0	14.3	0.0	0.0	7.7	0.0	4.2

NUMBER OF PUPILS TAKING THE DIFFERENT STUDIES IN MALDEN HIGH SCHOOL, DECEMBER 1954

	10		*11*		*12*		*Total*		*Grand Total*
	B	G	B	G	B	G	B	G	
Accounting	—	—	—	—	3	20	3	20	23
Aeronautics	—	—	—	—	34	1	34	1	35
Algebra 1	24	5	21	8	5	4	50	17	67
Algebra 2	4	4	111	43	17	3	132	50	182
Band	12	14	8	18	12	9	32	41	73
Biology	42	33	—	—	36	47	78	80	158
Blue & Gold	—	—	6	6	6	6	12	12	24
Bookkeeping	10	88	8	57	2	—	20	145	165
Chemistry	—	—	98	61	5	8	103	69	172
Commercial Geography	10	87	1	1	—	—	11	88	99
Domestic Arts	—	42	—	33	—	36	—	111	111
Electricity & Mechanics	—	—	23	—	1	—	24	—	24
Elem. Music Theory	—	—	1	2	4	1	5	3	8
English	229	259	241	264	216	232	686	755	1441
Freehand Drawing	5	16	2	14	4	9	11	39	50
French	61	54	52	64	49	63	162	181	343
Gen. Business Practice	—	—	27	52	21	15	48	67	115
General Mathematics	54	28	13	7	11	1	78	36	114
German	25	8	51	6	11	16	87	30	117
Health	—	1	15	62	30	28	45	91	136
History (Anc. & Med.)	129	93	17	12	1	—	147	105	252
History (Mod. Eur.)	—	—	123	141	57	16	180	157	337
History (U. S.)	—	—	54	78	164	158	218	236	454
Latin	61	71	26	41	14	19	101	131	232
Law & Economics	—	—	—	—	31	60	31	60	91
Maldonian	—	—	7	17	5	23	12	40	52
Manual Training	40	—	31	—	18	—	89	—	89
Mechanical Drawing	23	—	15	—	10	—	48	—	48
Meteorology	—	—	48	1	15	3	63	4	67
Music Appreciation	—	—	4	21	15	24	19	45	64
Office Practice	—	—	—	—	—	85	—	85	85
Orchestra	8	2	2	5	9	2	19	9	28
Physical Education	188	237	161	135	106	140	455	512	967
Physics	—	—	—	—	73	16	73	16	89
Plane Geometry	81	66	11	3	18	11	110	80	190
Printing	21	—	8	—	7	—	36	—	36
Radio	—	—	—	—	10	—	10	—	10
Radio Lab	—	—	—	—	7	—	7	—	7
Review Mathematics	—	—	—	—	37	9	37	9	46
Science (Intermediate)	50	13	9	4	7	1	66	18	84
Solid Geometry	—	—	—	—	30	8	30	8	38
Stenography	16	157	5	129	—	103	21	389	410
Trigonometry	—	—	—	—	14	3	14	3	17
Typing	16	157	5	129	—	103	21	389	410
Type "A"	—	—	2	10	4	3	6	13	19
Type "B"	—	—	—	—	1	15	1	15	16
Type (Personal)	11	23	—	—	—	12	11	35	46